AGENDA
SCHOOL DISTRICT OF MANAWA
CURRICULUM COMMITTEE MEETING

Date: Dec. 5, 2018 **Time: 4:00 p.m.** Place: Board Room, MES, 800 Beech Street, Manawa

Board Committee Members: Scheller (C), Pohl, Hollman

In Attendance:

Timer: _____ Recorder: _____

1. Health Mapping Gr. 7-9 (Information / Action)
2. Physical Education Mapping (Information / Action)
    a. Gr. 7-8 PE Mapping
    b. PE I Mapping
    c. PE Elective Mapping
    d. Personal Fitness Mapping
    e. Team Sports Mapping
3. HS Robotics Mapping (Information / Action)
4. Course of Study Guide for SY1920 (Information / Action)
    a. Course of Study Guide - Changes
    b. Course of Study Guide SY1920
5. Next Meeting Date _____
6. Next Meeting Items:
    a. Item One
    b. Item Two
7. Adjourn

Course Name:	7th Grade Health		
Credits:	N/A		
Prerequisites:	N/A		
Description:	7th grade health focuses on students reaching their potential, the growing and changing that occurs during adolescence, understanding the value of character traits and how to utilize them out in the world, and the importance of taking responsibility for one's actions. 7th grade health also goes in depth into exploration of careers and workplace skills needed in the real world. Students will learn to apply for jobs by writing cover letters and learning the do's and don'ts of interview expectations.		
Academic Standards:	SHAPE Standards		
Units:	**Unit Length:**	**Unit Standards:**	**Unit Outcomes:**
You and Your World	3 Weeks	SHAPE Standards 1,2,3,4,5,6,7,8	Students will be able to identify strategies to reach their potential, list why goals are important, demonstrate understanding on the physical, emotional, intellectual, and moral changes that take place during adolescence, identify the signs of maturity, explain why character is important and how to recognize it, list different types of decisions, identify the steps in the decision-making process and how to use this process to solve problems.
Exploring Careers	4 Weeks	SHAPE Standards 1,2,3,4,5,6,7,8	Students will be able to explain how school and work connect, list the best ways to explore careers, understand the important of utilizing resources, analyze the basic skills needed in the workplace, list employability traits, explain how to apply for a job, write a resume, and prepare for a job interview.

Unit Name: **You and Your World**	**Length**: 3 Weeks
Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	**Outcomes:** Students will be able to identify strategies to reach their potential, list why goals are important, demonstrate understanding on the physical, emotional, intellectual, and moral changes that take place during adolescence, identify the signs of maturity, explain why character is important and how to recognize it, list different types of decisions, identify the steps in the decision-making process and how to use this process to solve problems.
Essential Questions: Reaching Your Potential: What does reaching your potential mean? What prevents people from reaching their potential? Explain how resources are used to achieve goals. How can achieving short-term goals help you accomplish long-term goals? Growing and Changing: Name the physical changes that take place during adolescence. Why is it important to have a realistic self-concept? What characteristics make up a person's personality? How can your environment affect your personality? Explain how adulthood and maturity are not necessarily the same. Building Character: What are values? How can a person show integrity? How do you learn values? What personal qualities do responsible people have? What actions can you take to ensure that you are an informed and responsible citizen? Taking Responsible Action: What is the difference between needs and wants? How do the factors that influence your decisions also influence your behavior? Why do leaders need to be good listeners? What are the benefits of practicing leadership in your school and home life?	**Learning Targets:** Reaching Your Potential: Students will learn how to identify strategies to reach your potential and make the most of your resources, why goals are important, the relationship between short and long term goals, and guidelines to help you achieve goals. Growing and Changing: Students will learn the physical, social, emotional, intellectual,and moral changes that take place during adolescence, the difference between self-concept and self-esteem, how heredity and environment influences personality, how you can help others succeed, and signs of maturity. Building Character: Students will learn why character is important, how to recognize character, what values are and how they are put into action, and what it means to be a responsible citizen. Taking Responsible Action: Students will learn different types of decisions, how various factors influence your decisions, steps in the decision-making process, how your decisions can affect others, how to use the decision-making process to solve problems, and qualities of responsible leaders.
Topic 1: **Reaching Your Potential**	**Length:** 1 Week

Standards: SHAPE 1,2,3,4,5,6,7,8	**Academic Vocabulary:** community resources, goal, human resources, long-term goals, material resources, natural resources, potential, priorities, resource, resourceful, self-confidence, short-term goals
Lesson Frame: Making the Most of Yourself	We will: identify strategies to reach one's potential and make the most of one's resources.
	I will: identify tips for staying healthy so that I can reach my potential.
Lesson Frame: What's Your Potential?	We will: investigate and recognize how success and self-confidence are related.
	I will: describe specific situations that may prevent people from reaching their potential.
Lesson Frame: The Importance of Goals/Achieving Your Goals	We will: describe the importance of goals.
	I will: describe the relationship between short-term and long-term goals.
Performance Tasks: All About Me project, chapter questions	Notes:
Topic 2: **Growing and Changing**	**Length:** 1 Week
Standards: SHAPE 1,2,3,4,5,6,7,8	**Academic Vocabulary:** adolescence, environment, heredity, hormones, menstruation, personality, puberty, self-concept, self-esteem
Lesson Frame: Changes in Your Life	We will: discuss the physical, social, emotional, intellectual, and moral changes that take place during adolescence.
	I will: list ways to cope with changing emotions and increased energy during adolescence.
Lesson Frame: Transforming Self-Concept	We will: dissect the difference between self-concept and self-esteem.
	I will: list moral standards that can help teens deal with difficult situations as well as explain how I can benefit from healthy self-esteem.
Lesson Frame: Moving Toward Maturity	We will: explore the difference between adulthood and maturity.
	I will: list and explain the signs of maturity.
Performance Tasks: Chapter questions, exit tickets, question and answer	Notes:
Topic 3: **Building Character**	**Length:** 1 Week

Standards: SHAPE 1,2,3,4,5,6,7,8	**Academic Vocabulary:** character, citizen, citizenship, ethical principles, responsibility, universal values, values
Lesson Frame: What is Character	We will: discuss why character is important.
	I will: define and give examples what values are and why they are important.
Lesson Frame: Developing Character	We will: discuss how to recognize character.
	I will: list the specific character traits discussed in class and be able to give an example of each.
Lesson Frame: Personal Responsibility/The Importance of Citizenship	We will: discuss what it means to be a responsible citizen.
	I will: name and describe the two most important qualities of citizenship as well as the actions I can take to ensure that I am an informed citizen.
Performance Tasks: chapter questions, exit tickets, character traits packet	Notes:
Topic 4: **Taking Responsible Action**	**Length:** 1 Week
Standards: SHAPE 1,2,3,4,5,6,7,8	**Academic Vocabulary:** alternatives, decision making, leader, leadership, needs, wants
Lesson Frame: Making Responsible Decisions	We will: discuss and evaluate different types of decisions.
	I will: list and describe various factors that influence my decisions.
Lesson Frame: The Decision-Making Process	We will: analyze and break down the decision-making model.
	I will: describe how my decisions can affect others around me.
Lesson Frame: Solving Problems	We will: discuss and describe how problem-solving is a continuous process, as well as an opportunity to grow.
	I will: list the two main functions of a leader and describe the benefits of practicing leadership in my school and home life.
Performance Tasks: chapter questions, exit tickets, question and answer, skits, jeopardy review game, unit test	Notes:

Unit Name: **Exploring Careers**	**Length:** 4 Weeks
Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	**Outcomes:** Students will be able to explain how school and work connect, list the best ways to explore careers, understand the important of utilizing resources, analyze the basic skills needed in the workplace, list employability traits, explain how to apply for a job, write a resume, and prepare for a job interview.
Essential Questions: Pathways to Careers: Explain the difference between a job, an occupation, and a career. Explain the difference between interests, skills, and aptitudes. What are career clusters and how do they help you choose a career? Workplace Skills: Explain why basic skills are needed in the workplace. What is teamwork and give an example showing how you might use teamwork in your adult life. What are systems and why do workers need to use and understand them? Entering the World of Work: What is the purpose of a resume? What are the four parts of a successful cover letter? What do employers look for in potential candidates during a job interview? Explain the difference between positive stress and negative stress.	**Learning Targets:** Pathways to Careers: Student will learn why people work, how school and work connect, information you need to know to make career decisions, the best ways to explore careers, and how people and resources can help you explore careers. Workplace Skills: Students will learn new requirements to enter and advance in the changing workplace, basic skills that are needed, thinking skills that are needed, employability traits that are needed, and the importance of workplace competencies. Entering the World of Work: Students will learn how to apply for a job, how to write a resume, how to prepare for a job interview, and how to balance work and family.
Topic 1: **Pathways to Careers**	**Length:** 1 Week
Standards: SHAPE 1,2,3,4,5,6,7,8	**Academic Vocabulary:** aptitude, career, career cluster, fringe benefits, mentors, occupations, work
Lesson Frame: What Path Will You Take	We will: explore how the career choices you make and the jobs you hold will impact your life.
	I will: describe how work meets people's needs in many ways.
Lesson Frame: Investigating Careers	We will: explore career clusters and how they are a useful tool to examine occupations and make career decisions.
	I will: examine why people tend to make better career decisions when they understand the expectations of jobs, and their own interests and skills.

Lesson Frame: Career Opportunities Unlimited	We will: explore how personal contacts help people explore careers, locate job openings, and receive job offers.
	I will: know career information helps people make wise career decisions.
Performance Tasks: Exit Tickets, Unit Questions, career clusters questionnaire	Notes:
Topic 2: **Workplace Skills**	**Length:** 1 Week
Standards: SHAPE 1,2,3,4,5,6,7,8	**Academic Vocabulary:** basic skills, systems, thinking skills
Lesson Frame: Building Your Workplace Foundation	We will: discuss how jobs today require a combination of basic skills, thinking skills, teamwork skills, and employability traits.
	I will: familiarize myself with basic skills including reading, writing, speaking, listening, and mathematics.
Lesson Frame: Building Workplace Competencies	We will: discuss employability traits and what ones are most desired by employers.
	I will: list several employability traits that I think are most important at work.
Lesson Frame: Reaching for Success	We will: discuss how most occupations require workers to be competent in allocating resources, using information, using interpersonal skills, understanding systems, and using technology.
	I will: list and describe the ways workers deal with constant changes in technology.
Performance Tasks: Question and answer, employability trait task, chapter questions	Notes:
Topic 3: **Entering the World of Work**	**Length:** 2 Weeks
Standards: SHAPE 1,2,3,4,5,6,7,8	**Academic Vocabulary:** cover letter, flextime, resume, stress
Lesson Frame: How to Present Yourself	We will: discuss the steps to applying for a job; completing a job application, resume, and cover letter.
	I will: create a cover letter with the four major parts: salutation, information regarding knowledge of the company, a positive statement about the contribution I can make to the company, and my desire for an interview.
Lesson Frame: Balancing Work and Family	We will: discuss the different types of stress most people experience trying to balance commitments to jobs, families, and friends.
	I will: list several examples of negative stress and positive stress and compare the two.
Lesson Frame: Managing Responsibilities at Home and Work	We will: discuss the meaning of flextime and how it helps workers reduce stress.
	I will: list and discuss several strategies that can be used to manage time and reduce stress.

Performance Tasks: Question and answer, cover letter, chapter questions, Come on 7 dice game, jeopardy review game, test	Notes:

Course Name:	8th Grade Health		
Credits:	N/A		
Prerequisites:	N/A		
Description:	This class will cover a variety of topics that will aid students to become aware of health issues and topics that will affect their daily lives.		
Academic Standards:	SHAPE Standards Human Growth & Development Pregnancy and Reproduction Standards Human Growth & Development Sexuality Transmitted Diseases and HIV Standards		
Units:	**Unit Length: 7 Weeks**	**Unit Standards:**	**Unit Outcomes:**
Food & Nutrition	2 Weeks	Shape 1,2,3,4,5,6,7,8	Students will develop an understanding on how to maintain a positive and healthy lifestyle.
Health & Wellness	3 Weeks	Shape 1,2,3,4,5,6,7,8	Students will explore the five components of fitness and develop an individualized fitness program to build and maintain positive health.
STI/Sexual Reproduction	2 Weeks	Shape 1,2,3,4,5,6,7,8	Students will learn the dangers of drugs, alcohol, and tobacco use. The students will also explore the dangers of STI/HIV and teen pregnancy.

Unit Name: **Food & Nutrition**	**Length:** 2 Weeks
Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health."	**Outcomes:** Students will be able to understand how nutrients work and the importance of making healthy decisions when it comes to food choices.
Essential Questions: What are the two types of carbohydrates? What is the difference between saturated fat and unsaturated fat? What is cholesterol and what role does it play in your body? Briefly describe the body's digestive process? Explain the difference between foods having low nutrient density and those with high nutrient density? How did myplate change from the food guide pyramid? What is the benefit of choosing a diet low in salt and sodium?	**Learning Targets:** Students will learn the six types of nutrients and their functions. Students will learn symptoms of of nutrient deficiencies. Students will learn how they can meet nutritional needs. Students will learn the dietary guidelines and how to recognize a standard serving size.
Topic 1: **How Nutrients Work**	**Length:** 1 Week
Standard(s): Shape 1,2,3,4,5,6,7,8	Academic Vocabulary: Amino Acids, Calories, Carbohydrates, Cholesterol, Deficiency, Fiber, Nutrient Density, Nutrients, Proteins, My Plate, Obesity, Diabetes, Dietary Guidelines, Saturated Fat, Unsaturated Fat, Water-Soluble Vitamins, Fat-Soluble Vitamins, additives, organic food,
Lesson Frame: The Nutrient Team	We will: explore the six different types of nutrients and their functions.
	I will: understand how much of each nutrient my body needs to maintain a healthy lifestyle.
Lesson Frame: Nutrient Deficiencies	We will: study the human body and what happens when the body does not get enough nutrients.
	I will: know the importance of eating a variety of foods to maintain a healthy lifestyle.
Lesson Frame: The Digestive System	We will: understand how food moves through the digestive system and eliminates waste.
	I will: be able to label the path that food moves through the digestive system.

Performance Tasks: Quiz, Rubrics, Exam, Exit Ticket, Class Project	Notes:
Topic 2: **Guidelines for Healthy Eating**	**Length:** 1 Week
Lesson Frame: Dietary Guidelines	We will: familiarize ourselves with nine simple suggestions for making healthful food choices.
	I will: be able to describe the nine suggestions for making healthful food choices.
Lesson Frame: MyPlate	We will: explore Myplate and the benefits to following the dietary guidelines.
	I will: be able to label the different sections and recommended portions on MyPlate.
Lesson Frame: Food Safety	We will: understand the importance of moderate sugars, low sodium, low fat, and low cholesterol in our diet.
	I will: read food labels and find foods that are low in sugar, sodium, and cholesterol.
Performance Tasks: Quiz, Rubrics, Exam, Exit Ticket, Class Project	Notes:

Unit Name: **Health & Wellness**	**Length:** 2 Weeks
Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health."	**Outcomes:** Students will learn the importance of physical, mental, emotional, and social health. The students will understand the benefits of maintaining good physical health and the benefits of exercise. Students will also learn the risks associated with eating disorders and factors affecting weight.
Essential Questions: Why is it important to a good exercise program? What type of exercise program should you follow? Identify the four elements of a good exercise program? What five factors affect a person's weight? What are the three main types of eating disorders? Identify the three main components of health? Describe how stress can be both harmful and helpful? List four signs of stress? Describe way you can handle stress?	**Learning Targets:** Students will be able to know the importance of physical, mental, emotional, and social health. Students will understand the benefits of maintaining physical health. Students will understand the role stress plays in your life. Students will know the benefits of exercise. Students will build strategies for maintaining healthy weight. Students will know the risks associated with eating disorders.

Topic 1: **Health & Wellness**	**Length:** 1 Week
Standard(s): Shape 1,2,3,4,5,6,7,8	**Academic Vocabulary:** Acne, dandruff, health, plaque, wellness, aerobic exercise, anorexia, basal metabolic rate, binge eating disorder, bulimia, muscular endurance, sedentary
Lesson Frame: Physical Health	We will: examine the impact physical, mental, emotional, and social health have on your body.
	I will: understand the importance of maintaining balance to improve health and wellness.
Lesson Frame: Exercise & Nutrition	We will: discover the importance of exercise and the role it plays in maintaining good health.
	I will: know how exercise can help prevent certain health conditions.
Lesson Frame: Hygiene	We will: analyze personal care routines to help build confidence and maintain good health practices.
	I will: know how to improve and maintain Hygiene and the impact this can have on my overall health.
Performance Tasks: Quiz, Rubrics, Exam, Exit Ticket, Class Project	Notes:

Topic 2: **Staying Fit**	**Length:** 2 Weeks
Lesson Frame: Designing a Program	We will: learn to design a program that is safe and incorporates all the five components of fitness.
	I will: design my own fitness program based off of my short-term and long-term fitness goals.
Lesson Frame: Keeping Workouts Safe	We will: demonstrate proper spotting techniques and how to keep workouts safe.
	I will: describe a variety of ways discussed in class on how to keep workouts safe.
Lesson Frame: Managing Weight	We will: investigate why managing weight is so important for your overall health and wellness.
	I will: create a plan to improve my overall fitness and maintain my body composition.
Performance Tasks: Quiz, Rubrics, Exam, Exit Ticket, Class Project	Notes:

Unit Name: **STI/Sexual Reproduction**	**Length:** 2 Weeks
Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health. Human Growth & Development Pregnancy and Reproduction Standards Human Growth & Development Sexuality Transmitted Diseases and HIV Standards	**Outcomes:** The students will learn the dangers of drugs and the importance of avoiding drug and alcohol use. Students will also learn the importance of avoiding sexually transmitted diseases and early pregnancy.
Essential Questions: Identify three problems resulting from tobacco use? Why is drinking alcohol dangerous for teens? Describe the harmful effects of illegal drugs? What are sexually transmitted infections and what is the only way to avoid contracting an STI?	**Learning Targets:** Students will learn the dangers of drugs, tobacco, and alcohol. Students will learn the importance of avoiding sexually transmitted diseases and early pregnancy.
Topic 1: **Sexually Transmitted Infections/Anatomy**	**Length:** 1 Week
Standard(s): Shape 1,2,3,4,5,6,7,8 Human Growth & Development Pregnancy and Reproduction Standards Human Growth & Development Sexuality Transmitted Diseases and HIV Standards	**Academic Vocabulary:** Abstinence, Acquired immunodeficiency syndrome (AIDS), Sexually Transmitted Infections, sperm, testes, scrotum, penis, semen,uterus, ovaries, ovulation, fallopian tube, vagina, cervix, menstruation
Lesson Frame: Sexually Transmitted Infections/Teen Pregnancy	We will: study the different types of sexually transmitted infections and how they affect our body.
	I will: understand the dangers of sexually transmitted infections.
Lesson Frame: Anatomy	We will: learn the male & female anatomy
	I will: label the parts of the male and female reproductive system
Lesson Frame: HIV/AIDs	We will: explore the final stage of HIV and how deadly the infection can be.
	I will: understand that AIDs is a life threatening disease that interferes with the body's natural ability to fight infections.

Performance Tasks: Quiz, Rubrics, Exam, Exit Ticket, Class Project	Notes:
Topic 2: **Drugs/Alcohol/Tobacco**	**Length:** 1 Week
Standard(s): Shape 1,2,3,4,5,6,7,8	**Academic Vocabulary:** Depressants, Hallucinogens, Inhalants, Marijuana, Stimulants,
Lesson Frame: Drugs	We will: research the dangers of different types of drugs that are common in the United States.
	I will: understand the dangers these drugs have on our different body systems.
Lesson Frame: Alcohol	We will: discover the negative impact alcohol has on teens brain development and judgement.
	I will: formulate strategies to avoid situations where alcohol is present.
Lesson Frame: Tobacco	We will: investigate the dangers of tobacco smoke, chewing tobacco, and e-cigs.
	I will: understand how addicting nicotine is and develop ways to avoid tobacco use.
Performance Tasks: Quiz, Rubrics, Exam, Exit Ticket, Class Project	Notes:

Course Name:	9th Grade Health		
Credits:	0.5		
Prerequisites:	N/A		
Description:	After completion of this course students should have developed and enhanced the skills necessary to make sound decisions and take positive actions for healthy and effective living. Promote mental/emotional, physical, and social health throughout the stages of life. Making responsible health related decisions. Demonstrate skills in self-awareness, self-acceptance, self-improvement.		
Academic Standards:	SHAPE Standards		
Units:	**Unit Length:**	**Unit Standards:**	**Unit Outcomes:**
Drug,Alcohol, and Tobacco	4 Weeks	SHAPE Standards 1,2,3,4,5,6,7,8	Students will be able to process how the body systems are affected by alcohol, tobacco, and drug use. Students will be able to research and find new strategies to remain abstinent from harmful behaviors.
Nutrition/Body Composition	3 Weeks	SHAPE Standards 1,2,3,4,5,6,7,8	Students will be able to analyze the relationship among good nutrition, health promotion, and disease prevention.
CPR/AED	1 Week	SHAPE Standards 1,2,3,4,5,6,7,8	Students will be able to use AED machine and proper CPR technique.
Sexually Transmitted Infections	2 Weeks	SHAPE Standards 1,2,3,4,5,6,7,8 Human Growth & Development Sexually Transmitted Diseases and HIV Standards	Students will be able to explain relationship between alcohol and other drugs used by adolescents and the role these substances play in unsafe situations such as HIV/STDs.
Endocrine and Reproductive Systems	3 Weeks	SHAPE Standards 1,2,3,4,5,6,7,8 Human Growth & Development Anadomy and Physiology Standards Human Growth & Development Pregnancy and Reproduction Standards	Students will be able to identify the glands of the endocrine system and examine the effects of health behaviors on the endocrine system.
Living a Healthy Life	2 Weeks	SHAPE Standards 1,2,3,4,5,6,7,8	Students will be able to discuss the importance of health literacy for achieving and maintaining good health.

Unit Name: **Drug, Alcohol, Tobacco**	**Length:** 4 Weeks
Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	**Outcomes:** Students will be able to process how the body systems are affected by alcohol, tobacco, and drug use. Students will be able to research and find new strategies to remain abstinent from harmful behaviors.
Essential Questions: TOBACCO- Are tobacco warning labels effective? List the short-term & long-term effects of tobacco use. Why is secondhand smoke harmful? Do you think communities should do more to ban smoking in public places? Why is tobacco use during pregnancy dangerous? DRUGS- What precautions do you take when you are about to use a medicine? What questions should you ask your pharmacist before taking a new medication? Why is it important that medicines meet the FDA standards? How do you think parents/caregivers and other adult family members should discuss drugs with teens? What other support can teens find if family does not actively discourage drug use? Do you think teens should be responsible for preventing drug use by their friends? Why do you think Marijuana is known as the "gateway drug"? Alcohol- Why do you think some teens experiment with alcohol even though it is illegal for anyone under the age of 21? What can adults do to discourage drinking among teens? Should the B.A.C level for drivers be decreased from .08? Why is mixing medication and alcohol so dangerous? How do you think drinking alcohol might affect a teens school work or athletic performance?	**Learning Targets:** Drugs- Students will be able to describe the difference between prescription and over-the-counter medicines. Students will be able to analyze the relationship between medicines, health promotion, and disease prevention. Students will be able to describe the harmful effects of drugs, such as physical, mental, social, and legal consequences. Students will be able to explain the relationship between alcohol and other drugs and other substances used by adolescents. Alcohol- Students will be able to develop strategies for preventing the use of alcohol. Students will be able to explain the role alcohol plays in unsafe situations such as HIV, STIs, unplanned pregnancies, and motor vehicle accidents. Students will be able to recognize the dangers of alcohol/drug interaction. Students will be able to describe the effects alcohol use has on the different types of body systems. Tobacco- Students will be able to examine the harmful effects of tobacco on body systems. Students will be able to describe the harmful substances contained in tobacco and tobacco smoke.

Topic 1: **Drugs**	**Length:** 2 Week
Standards: SHAPE 1,2,3,4,5,6,7,8	**Academic Vocabulary:** medicines, vaccines, analgesics, additive interaction, synergistic effect, antagonistic interaction, substance abuse, illicit drug use, overdose, psychological dependence, physiological dependence, addiction, marijuana, paranoia, inhalants, steroids, psychoactive drugs, stimulants, depressants, narcotics, hallucinogens, designer drugs
Lesson Frame: Role of Medicines	We will: analyze the relationship between medicines and disease prevention.
	I will: describe the relationship between medicines and disease prevention.
Lesson Frame: Drug Use	We will: investigate and recognize health risks related to drug use.
	I will: describe how drug use affects the different types of body systems.
Lesson Frame: Psychoactive Drug Use	We will: analyze the different types of psychoactive drugs.
	I will: describe the differences between stimulants, depressants, narcotics, hallucinogens.
Performance Tasks: Unit Questions, Quiz, Exam, Research Paper, Group Presentation	Notes:
Topic 2: **Alcohol**	**Length:** 1 Week
Standards: SHAPE 1,2,3,4,5,6,7,8	**Academic Vocabulary:** Metabolism, B.A.C, Binge Drinking, Alcohol Poisoning, ethanol, fermentation, depressant, intoxication, alcohol abuse, FAS
Lesson Frame: Choosing to Be Alcohol Free	We will: develop strategies for preventing the use of alcohol.
	I will: participate and form strategies within a group setting.
Lesson Frame: Harmful Effects of Alcohol Use	We will: examine the short-term & long-term effects alcohol has on the body.
	I will: be able to label and describe how alcohol affects each body system.
Lesson Frame: Alcohol, the Individual, and Society	We will: explore different health-related services available within the community.
	I will: research and find health-related services available within the community.
Performance Tasks: Unit Questions, Exit Tickets, Quiz, Test,	Notes:
Topic 3: **Tobacco**	**Length:** 1 Week

Standards: SHAPE 1,2,3,4,5,6,7,8	**Academic Vocabulary:** Addictive Drug, Nicotine, Stimulant, Carncinogen, Tar, Carbon Monoxide, Chewing Tobacco, Leukoplakia, Nicotine Withdrawal, Nicotine Substitute, Mainsteam Smoke, Sidestream Smoke, Secondhand Smoke
Lesson Frame: The Effects of Tobacco Use	We will: examine the harmful effects of tobacco use on body systems.
	I will: describe and label how the different body systems are affected.
Lesson Frame: Choosing to Live Tobacco Free	We will: discuss the benefits of living a tobacco free lifestyle.
	I will: explain why tobacco is harmful and why staying tobacco free is important.
Lesson Frame: Promoting a Smoke-Free Environment	We will: relate the nation's health goals and objectives for reducing tobacco-related illnesses.
	I will: research different ways to help prevent teens from smoking and reduce the number of tobacco-related illnesses.
Performance Tasks: Unit Questions, Exit Tickets, Quiz, Test	Notes:

Unit Name: **CPR/AED**	**Length:** 1 Week
Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	**Outcomes:** To provide students with lifesaving techniques and training in CPR. This includes hands on chest compressions and how to properly use the AED machine.
Essential Questions: When should you begin compressions? When should you dial 911 and what information should you give them? How many compressions should you have per minute? What is the difference between adult, children, and infant CPR? Can someone perform compressions on the scene without proper training? When would someone use an AED machine? What conditions would you not use an AED machine? How can you tell if someone is in cardiac arrest?	**Learning Targets:** Students will learn how to assess responsiveness. Students will understand the steps in assessment for breathing. Students will be able to perform and describe the C.A.B method of CPR. Students will be trained the proper technique for hands only compressions on adults, children, and infants. Students will understand when and how to use an AED machine.
Topic 1: **Compression Only CPR Training (Blue Cross)**	**Length:** 3 Days
Standard(s): Shape 1,2,3,4,5,6,7,8	**Academic Vocabulary:** CPR, AED, Airway, Compression, C.A.B, BPM, Circulation, EMT, Pulse, Obstruction, Resuscitate, Trauma
Lesson Frame: Assessment for breathing and dialing 911	We will: study the steps to ensure that a patient is properly breathing.
	I will: learn how to look for a pulse and assess a patient's breathing to see if they need CPR.
Lesson Frame: C.A.B Method (Compression only CPR)	We will: learn the C.A.B method and how it relates to CPR.
	I will: understand the importance of following the order of the C.A.B method.
Lesson Frame: Proper technique & Practice (Adult, Children, Infants)	We will: learn and practice the proper method for adults, children, and infants.
	I will: practice giving CPR on adults, children, and infants at 100-120 compressions per minute.

Performance Tasks: Quiz and Demonstration	Notes:
Topic 2: **AED Training**	**Length:** 2 Days
Standard(s): Shape 1,2,3,4,5,6,7,8	**Academic Vocabulary:** Automatic External Defibrillator, ventricular tachycardia,countershocks, cardiac pacemaker
Lesson Frame: AED Awareness	We will: discuss how the AED machine is used as a life-saving tool.
	I will: describe what an AED machine is and why it is used.
Lesson Frame: AED-When to use and when not to use	We will: discuss scenarios in which an AED machine should be used and when it shouldn't be used.
	I will: be able to problem solve scenarios and decide the proper steps that should be taken.
Lesson Frame: Proper Technique & Practice (Adult, Children, Infants)	We will: practice using machine on adult, children, and infants.
	I will: be able to use the machine and change the pads for adults, children, and infants.
Performance Tasks: Quiz and Demonstration	Notes:

Unit Name: **STI/HIV**	**Length: 1** Week
Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health. Human Growth & Development Sexually Transmitted Diseases and HIV Standards	**Outcomes:** Students will learn the symptoms, diagnoses, and treatments for common STIs including HIV/AIDS.
Essential Questions: What are some of the benefits of abstinence? Why do you believe so many people living with an STI do not seek treatment? Can STIs be spread through vaginal, oral, and anal sex? Can a mother pass an STI to a baby during birth? Why is it so hard to find a cure for HIV? Can you contract HIV through sweat, tears, or saliva?	**Learning Targets:** STI/HIV-Students will be able to explain the relationship between alcohol and other drugs used by adolescents and the role these substances play in unsafe situations. Students will be able to describe the importance of abstinence as it relates to the prevention of STIs. Students will be able to describe different methods of barrier protection but understand that abstinence is the only 100% effective method. Students will be able to identify symptoms and treatments for some commons STIs. Students will be able to analyze the harmful effects of STIs on a developing fetus. Students will be able to explain how HIV affects and destroys the immune system. Students will be able to identify behaviors known to transmit HIV.
Topic 1: **STI**	**Length:** 1 Week
Standard(s): Shape 1,2,3,4,5,6,7,8	**Academic Vocabulary:** Sexually Transmitted Infection, Epidemic, Abstinence, HPV, Chlamydia, Genital Herpes, Gonorrhea, Trichomoniasis, Syphilis, HIV, Opportunistic Infection, AIDs, Western Blot Test, EIA Test

Lesson Frame: The Hidden Epidemic	We will: discuss how many people are living in the United States with an incurable STI.
	I will: be able to explain why so many people do not seek treatment.
Lesson Frame: High-Risk Behavior and STIs	We will: discuss high risk behaviors that could lead to STIs.
	I will: form strategies to avoid these high risk behaviors .
Lesson Frame: Common STIs	We will: deliberate and discuss the six most common STIs in the United States.
	I will: be able to describe signs and symptoms for each one of the STIs discussed in class.
Performance Tasks: Quiz, Rubrics, Exam, Exit Tickets, Labs	Notes:
Topic 2: **HIV/AIDS**	**Length:** 1 Week
Lesson Frame: Stages of HIV infection	We will: explore the four stages associated with HIV.
	I will: be able to describe the differences between the four stages of HIV.
Lesson Frame: Detecting HIV	We will: examine how someone would detect having the virus HIV.
	I will: understand the signs and symptoms associated with HIV.
Lesson Frame: Global Impact of HIV/AIDs	We will: investigate the global impact of HIV.
	I will: be able to explain why HIV is considered to be a pandemic disease.
Performance Tasks: Quiz, Rubrics, Exam, Exit Tickets, Labs	Notes:

Unit Name: **Endocrine & Reproductive Systems/Child Birth**	**Length:** 4 Weeks
Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health. Human Growth & Development Anadomy and Physiology Standards Human Growth & Development Pregnancy and Reproduction Standards	**Outcomes:** Students will examine the effects of health behaviors on the endocrine system. Students will also be able to describe the parts of the male and female reproductive systems.
Essential Questions: What is the endocrine gland? What are two parts of the adrenal glands, and what do they do? What are the functions of FSH and LH? What is the function of the testes? Describe the path that sperm follow from the time they form until they leave the body. What are symptoms of testicular cancer? Explain ovulation, fertilization, and menstruation. List causes of infertility in females.	**Learning Targets:** Students will be able to appraise the significance of body changes occurring during adolescence. Students will identify the glands of the endocrine system and explain the function of each. Students will be able to describe the parts of the male and female reproductive system and explain the function of each part.
Topic 1: **Endocrine System**	**Length:** 1 Week
Standard(s): Shape 1,2,3,4,5,6,7,8	**Academic Vocabulary:** Endocrine Glands, Hormones, Thyroid Gland, Parathyroid Glands, Pancreas, Pituitary Gland, Gonads, Adrenal Glands
Lesson Frame: Structure of the Endocrine System	We will: examine the effects of health behaviors on the endocrine system.
	I will: be able to label the ten endocrine glands on the skeletal system.
Lesson Frame: Pituitary & Adrenal Glands	We will: understand the function of both the Pituitary Gland and the Adrenal Gland.
	I will: examine the different parts to both the Pituitary Gland and the Adrenal Gland.
Lesson Frame: Problems of the Endocrine System	We will: analyze diabetes, graves disease, cushings disease, goiter, growth disorders.
	I will: understand how stress, infection, and changes in the balance of fluid and minerals in the blood can impact parts of the endocrine system.

Performance Tasks: Quiz, Rubrics, Exam, Exit Tickets, Labs	Notes:
Topic 2: **Male & Female Reproductive Systems**	**Length:** 2 weeks
Standard(s): Shape 1,2,3,4,5,6,7,8	**Academic Vocabulary:** Reproductive System, Sperm, Testosterone, Testes, Scrotum, Penis, Semen, Sterility, Ova, Uterus, Ovaries, Ovulation, Fallopian Tubes, Vagina, Cervix, Menstruation
Lesson Frame: Structure of the Male Reproductive System	We will: describe the parts of the male reproductive system.
	I will: label the parts of the male reproductive system and understand their functions.
Lesson Frame: Structure of the Female Reproductive System	We will: describe the parts of the female reproductive system.
	I will: label the parts of the female reproductive system and understand their functions.
Lesson Frame: Problems of the Male & Female Reproductive Systems	We will: explore the different reproductive problems associated with the male and female organs.
	I will: be able to describe sterility, testicular cancer, menstrual cramps, and premenstrual syndrome.
Performance Tasks: Quiz, Rubrics, Exam, Exit Tickets, Labs	Notes:
Topic 3: **Prenatal Development & Child Birth**	**Length:** 1 Week
Standard(s): Shape 1,2,3,4,5,6,7,8	**Academic Vocabulary:** Fertilization, implantation, embryo, fetus, amniotic sac, umbilical cord, placenta, labor, prenatal care, fetal slcohol syndrome, miscarriage, stillbirth, heredity, chromosomes, genes, DNA, genetic disorder,
Lesson Frame: Beggining of the Life Cycle/Preventive Measures	We will: Explain fetal development from conception through prenancy and birth
	I will: Understand the development of the fetus in the three different trimesters
Lesson Frame: Prenatal Care	We will: Explain the importance of prenatal care and proper nutrition
	I will: How to access health services early in pregnancy
Lesson Frame: Heredіy & Genetics	We will: Explain the significance of genetics and its role in fetal development
	I will: Identify common genetic disorders
Performance Tasks: Quiz, Rubrics, Exam, Exit Tickets, Labs	Notes:

Unit Name: **Living a Healthy Life**	**Length:** 2 Weeks
Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health."	**Outcomes:** Students will understand what health is and discuss the major influences on an individuals health. Personal responsibility is stressed as a primary means of promoting health.
Essential Questions: What criteria can help you evaluate health information? Define the terms culture and media, and explain how each influences health? Explain how technology has impacted health? How are risk behaviors associated with consequences? What are cumulative risks? Why is it important to maintain balance in the health triangle?	**Learning Targets:** Students will be able to develop evaluation criteria for health information. Students will be able to discuss the importance of health literacy for achieving and maintaining good health. Students will explain how influences such as heredity, environment, culture, media, and technology have impacted the health status of individuals, families, communities, and the world. Students will analyze the health messages delivered through media and technology. Students will describe ways to promote health and reduce risks.
Topic 1: **Your Health and Wellness**	Length: 1 Week
Standard(s): Shape 1,2,3,4,5,6,7,8	**Academic Vocabulary:** Health, Wellness, Prevention, Health Education, Health Literacy, Heredity, Environment, Peers, Culture, Media, Risk Behaviors, Cumulative Risks, Abstinence
Lesson Frame: Health Continuum	We will: discuss the health continuum and how it is subject to constantly change.
	I will: understand the scale to the health continuum and the different degrees of health and wellness.
Lesson Frame: Lifestyle Factors	We will: explore lifestyle factors that influence our health and wellness.
	I will: create my own short and long term goals to improve personal health and wellness.
Lesson Frame: Wellness and Prevention	We will: understand the importance of health education.

	I will: describe how I can have an impact of friends and family in terms of health and wellness.
Performance Tasks: Quiz, Rubrics, Exam, Exit Tickets, Labs	Notes:
Topic 2: **Promoting a Healthy Lifestyle**	**Length:** 1 Week
Lesson Frame: Health Triangle	We will: understand and describe each part of the health triangle.
	I will: describe the importance of maintaining balance within the health triangle.
Lesson Frame: Health Influences	We will: look at how heredity, environment, media, culture, and behavior impact health choices.
	I will: explore a positive changes I can make in my personal health.
Lesson Frame: Understanding Health Risks	We will: research the different risk behaviors and how they can be prevented.
	I will: analyze the top five risk behaviors in teens.
Performance Tasks: Quiz, Rubrics, Exam, Exit Tickets, Labs	Notes:

Unit Name: **Nutrition/Body Composition**	**Length: 2** Weeks
Standard(s): Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	**Outcomes:** Students will learn the relationship between nutrition, quality of life, and disease.
Essential Questions: Is it healthy to cut all fat out of your eating plan? How do age, gender, and activity levels affect the recommended number of servings? How much influence do famous people have over someone's diet? Why is it important to read food labels? Why should we limit the amount of sodium in our diet?	**Learning Targets:** Students will examine the effects of healthful eating behaviors on body systems. Students will evaluate various influences on food choices, Students will explain immediate and long-term benefits of nutrition. Students will demonstrate knowledge of nutrients in a variety of foods
Topic 1: **Nutrition**	**Length:** 1 Week
Standards: SHAPE 1,2,3,4,5,6,7,8	**Academic Vocabulary:** Nutrition, Calories, Nutrients, Hunger, Appetite, Carbohydrates, Fiber, Proteins, Lipids, Vitamins, Minerals
Lesson Frame: Nutrition during teen years	We will: explore what influences teens and food choices.
	I will: examine how these influences impact quality of life.
Lesson Frame: Environment	We will: look at how culture and socioeconomic status influences nutrition.
	I will: look into different cultures and the types of food they eat as well as cost.
Lesson Frame: Nutrients	We will: examine the five essential nutrients for good health.
	I will: know the importance of each essential nutrient.
Performance Tasks: Exit Tickets, Unit Questions, Quiz, Culture Presentation	Notes:
Topic 2: **My Plate**	**Length:** 1 Week
Standards: SHAPE 1,2,3,4,5,6,7,8	**Academic Vocabulary:** My Plate, Sodium

Lesson Frame: Guidelines for healthful eating	We will: familiarize ourselves with myplate for a healthful eating guide.
	I will: use myplate to look at my own diet.
Lesson Frame: Reading Food Labels	We will: learn the importance of reading food labels.
	I will: read food labels for a variety of different foods.
Lesson Frame: Choose Sensibly	We will: discuss limiting salt, sodium, and sugars into our diet.
	I will: find ways to moderate salt, sodium, and sugar into my diet.
Performance Tasks: Quiz,Exam,Food Label Project	Notes:

Course Name:	7th Grade PE		
Credits:	N/A		
Prerequisites:	N/A		
Description:	Students will be able to demonstrate proper techniques and forms, as well as build on teamwork and strategic game play throughout the school year.		
Academic Standards:	NASPE Standards		
Units:	**Unit Length:**	**Unit Standards:**	**Unit Outcomes:**
Team Sports	8 weeks	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to work on skill progression, build social interactions within a team setting, and develop cognitive as well as psychomotor skills during game-like situations.
Individual Sports	4 Weeks	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Kickball	2 Weeks	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Dodging, Chasing, Fleeing	2 Weeks	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Invasion Games	2 Weeks	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Fitness Testing	15 days	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to monitor fitness progression throughout the year.

Unit: **Team Sports**	Length: 8 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: VOLLEYBALL-What is the most common error when it comes to bumping the volleyball? Why is the toss the most important part of the overhand serve? Why is it important to stay low with hands on top of one another rather than interlocked when playing offense and defense? What it the point of a free ball? What purpose does the 10-foot line serve? BASKETBALL-What are the five basic tips when dribbling a basketball? What does BEEF stand for in the shooting method? SOCCER-What's the difference between a direct and indirect kick? What does offsides mean in soccer? What are the different traps used in soccer? What dribbling tips are beneficial for game play situations? FLAG FOOTBALL- Why are passing routes so important? What are the different positions in football and what does each position's job? What does offsides/pass interference mean in football? BASEBALL/SOFTBALL-What does tagging up mean? Where is there always a force out, why? What is the difference between a strike and a ball?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching any type of ball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, passing, dribbling, shooting, and serving depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **Volleyball**	Length: 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** bump, set, spike, serve, 10-foot line, kill, tip, drive, block, ace, line violations, net violations, lift, carry
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down volleyball nets.

	I will:follow directions and pay attention to how to properly set-up/take down volleyball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for bumping, setting, spiking, blocking, serve-receive formation, serving.
	I will: demonstrate proper formation when it comes to serving, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: Blob, Raising the Titanic, One Team Volleyball, Plus One Volleyball, Race to Be the Best, and King/Queen of the Court.
	I will: demonstrate proper passing form, serving form, spiking form, and blocking form. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 2: **Basketball**	Length: 3 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** chest pass, bounce pass, over the head pass, dribble, lay-up, jump shot, free throw, travel, double dribble, foul, lane violation, 3-second violation, turnover, carry, technical
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress.
	I will: demonstrate proper form when it comes to dribbling, passing, and shooting as well as proper defensive formation.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of turnovers and fouls, and proper technique for layups, and free throws.
	I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribbling relays, dribble knockout, hot-spot-shoot-out, lay-up relays, monkey in the middle, tip 21, sideline basketball, 7-up, lightning, and 5v5v5.

	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, BEEF method shooting checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 3: **Soccer**	Length: 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dribble, foot trap, chest trap, heading, offsides, sliding, red card, yellow card, penalty kick, kick-off, goalie kick, corner kick, throw-in, drop ball, direct/indirect kicks
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress.
	I will: demonstrate proper form when it comes to dribbling, passing, and shooting.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for trapping, heading, throw-ins, corner kicks, direct/indirect kicks, as well as demonstrate proper understanding of offsides.
	I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribble relays, dribble knockout, 4-team soccer, foosball soccer, 4-corners, sideline soccer, and head or catch.
	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 4: **Flag Football**	Length: 2 weeks (depending on weather)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** positions, routes, tackle, touchdown, field goal, 2-point conversion, offsides, line of scrimmage, goal line, pass interference

Lesson Frame: Introductory Skills	We will: demonstrate proper formation when catching the ball, as well as proper throwing formation (spiral), and ball placement.
	I will: demonstrate proper form when it comes to throwing a football, catching a football, kicking a football, and snapping a football.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field boundaries, positions, offsides, line of scrimmage, pass interference, as well as demonstrating effective teamwork and communication.
	I will: demonstrate proper formation when it comes to throwing, catching, and kicking a football, offense/defense play as well as demonstrate understanding of penalties during game play.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: football bingo, football 21, ultimate football, and create your own playbook.
	I will: demonstrate proper hand eye coordination when it comes to throwing and catching, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, playbook routes, spiral checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 5: **Baseball/Softball**	Length: 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** positions, ball, strike, walk, running bases, pop fly, steal, slide, foul ball, leading off, tagging up, infield fly, force out
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, swinging a bat, running the bases, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, fielding, catching, hitting, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field dimensions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground balls, catching pop flys, hand-eye coordination when swinging the bat, offense/defense play as well as demonstrate understanding of field boundaries and violations.

Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: all ball, wiffle ball, Cal Ripken Quick Ball, and rag ball.
	I will: demonstrate proper catching and throwing technique, hitting form, fielding ground balls, catching pop flys, calling the ball, and proper base running technique as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, and student demonstrations.	Notes:

Unit Name: **Individual Sports**	**Length:** 4 Weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: BADMINTON-Name the three different types of shots and when you would use them against your opponent? Explain how you serve the birdie in a singles game compared to a doubles game.BOWLING-How do you keep score in bowling? What's the purpose of the arrows on the lane? DISC GOLF-What are the different types of throws and when would you use them? How do you keep score in disc golf? What is the proper etiquette when it comes to throwing in a group?	**Learning Targets:** Students will increase hand-eye coordination. Students will be able to demonstrate teamwork and effective communication. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique specific to each individualized sport. Students will demonstrate proper understanding of strategic play when it comes to specific placement of disc, bowling ball, or birdie.
Topic 1: **Badminton**	**Length:** 2 Weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** drive, drop shot, lob, clear, backhand, forehand, birdie, ace, line violations, net violations, out of boundaries, hits per side
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down badminton nets.
	I will: follow directions and pay attention to how to properly set-up/take down badminton nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for forehand, backhand, drive, drop shot, clearn, kill shot, and lob, serve-receive formation, and serving.
	I will: demonstrate proper formation when it comes to serving, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: relay races, king/queen of the court, reaction time, tournament play
	I will: demonstrate proper serving form, spiking form, and the different badminton shots. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and DOUBLES tournament play.	Notes:

Topic 2: **Bowling**	**Length:** 1 Week
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** spare, strike, turkey, gutter, line violation, bowling etiquette
Lesson Frame: Equipment management	We will: learn and understand proper bowling etiquette.
	I will: follow directions and pay attention to Mr. Matt Beyer as I pick out the proper sized bowling ball for my size.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to rolling a weighted ball as well as proper hand and foot placement.
	I will: demonstrate proper formation when it comes to bowling a ball as well as demonstrate understanding of proper scorekeeping and and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: individual bowling and team bowling (Baker's).
	I will: demonstrate proper bowling etiquette, footwork, and hand placement when bowling. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Student score sheets	Notes:

Topic 3: **Disc Golf**	**Length:** 1 Week
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** putter, mid-range, long range, backhand, forehand, hammer throw, safety, how to keep score, order of throws
Lesson Frame: Equipment management	We will: learn and understand course layout, safety, as well as proper throwing form at targets.
	I will: follow directions and pay attention when walking to each hole as well as be aware of my surroundings for distractions of any kind; traffic, weather, MES students, wooded area.
Lesson Frame: Rules/Boundaries of game	We will: learn the difference between a Frisbee and a disc as well as be able to demonstrate the different types of throws.
	I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper course etiquette when it comes to staying on school grounds and crossing the street.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: ready, set, fire and hole in one.
	I will: demonstrate proper disc golf etiquette as well as demonstrate understanding on how to keep score for disc golf. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Student score cards	Notes:

Unit Name: **Kickball**	**Length:** 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: KICKBALL-What does tagging up mean? Where is there always a force out, why? What are the different positions played? MATBALL-How do you score runs? Where does the offensive team play? What are the different ways to get an out? What do you do when you are out? LONG BALL-How do you score runs? How many bases are there? What happens when you take both feet off of the base while running? Why is it important to have good communication with your team while you are on defense? What are the different strategies used to win at this game? SUPER KICKBALL-How do you score runs in this game? How do you get out in this game? Why is it important to get the ball to your pitcher? ULTIMATE KICKBALL-How do you run the bases on offense in this game? How do you score runs in this game; are points good or bad? How do you get points added to your team's score? How do you play defense?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching the kickball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, and running depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **KICKBALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games.
	I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.	Notes:
Topic 2: **MATBALL**	**Length:** 2 days

Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games.
	I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.	Notes:
Topic 3: **LONG BALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games.
	I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.	Notes:
Topic 4: **SUPER KICKBALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games.

	I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.	Notes:
Topic 5: **ULTIMATE KICKBALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games.
	I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.	Notes:

Unit Name: **Dodging, Chasing, Fleeing**	**Length:** 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **TRENCH BALL, DODGEBALL, BERLIN DODGEBALL, ULTIMATE DODGEBALL, DOCTOR, DOCTOR**	**Length:** 5 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, trench, doctor, boundaries, line violation, catch, out, strategies
Lesson Frame: Equipment management	We will: learn to properly set up for each dodgeball game as each setup is different.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 2: **Field Dodgeball/Wolf Ball**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, out, inning, offense, defense, bases, out, Wolf ball, foul ball, boundaries, foul territory, spatial awareness
Lesson Frame: Equipment management	We will: learn to properly set up the cones and bases for each game.

	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 3: **Empire Mania**	**Length:** 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching
Lesson Frame: Equipment management	We will: learn to properly set up the cones and pinnies for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 4: **Netball**	**Length:** 1 day per game
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, goalie, exercises, boundaries, double block rule
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, exercise equipment, and goals for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations.	Notes:

Topic 5: **Roadkill**	**Length:** 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, fleeing, boundaries, new life, catching, teamwork, 5-second rule
Lesson Frame: Equipment management	We will: learn to properly line up in this game; cars versus animals.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, hitting a moving target assessment, gameplay assessments, spatial awareness, and student demonstrations.	Notes:

Unit Name: **Invasion Games**	**Length:** 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: YOSHI: How do you win? Boundaries? How do you get back into the game? What happens when you hear, "Yoshi!" What is the purpose of dodging, chasing, and fleeing? What equipment is needed? PIRATE BALL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game? What is the object of the game? CAPTURE THE FLAG/STEAL THE BALL: Equipment needed? Boundaries? How do you get captured? How do you get out of jail? Why is it important to communicate with your teammates? Inside/outside game? How do you win? WARZONE: How do you set up for the game? What other games are combined into this game? Safety precautions? What is the object of the game?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **YOSHI**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, yoshi, juke, communication
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats and correctly put on our flags.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules, as well as know the different boundary lines, and different strategies in each game, as well as understand the course of direction needed to go when Yoshi is called.

	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, dodging, chasing, and fleeing checklist, authentic assessment, game play assessments, and student demonstration on proper safety technique associated with flag pulling and offense/defense.	Notes:
Topic 2: **Pirate Ball**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, jail, juke, communication, safe zone
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, hula hoops, cones, and four different types of balls used to play that day (ie: soccer, basketball, dodgeball, volleyball).
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the safety zones, spatial awareness, and safety concerns when dodging, chasing, and fleeing in this game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, authentic assessment, and game play assessments.	Notes:
Topic 3: **Capture the Flag/Steal the Ball**	**Length:** 2 days per game
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, jail, safe zones, communication, boundaries, flag guarding, stiff arm
Lesson Frame: Equipment management	We will: learn to properly set up the cones, hula hoops, jail zone, and pinnies for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understand of the difference between Capture the Flag and Steal the ball as well as understanding key terminology; safe zones, jail, spatial awareness and safety. Safety is no accident.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.

Performance Tasks: Skills rubrics, defensive safety assessment, authentic assessment, game play assessments	Notes:
Topic 4: **Warzone**	**Length:** 2 days per game
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, yoshi, netball, dodgeball, capture the flag, communication, strategy, offense, defense
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, chairs, volleyball cart, basketball cart, tchoukball nets, football flags, and hula hoops.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the importance of offensive/defensive strategy as well as the importance of communication throughout each round.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations.	Notes:

Unit Name: **Fitness Testing**	**Length:** 15 days
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to monitor fitness progression throughout the year.
Essential Questions: What are the five fitness components? What are the four standard FITNESSGRAM tests students in Manawa are tested on? Why is it important to stay in target heart rate zone? Which fitness component aligns with the FITNESSGRAM test? Why is it important to set short & long term goals?	**Learning Targets:** Students will learn the five fitness components as well as increase in flexibility, muscular strength, muscular endurance, and cardiovascular endurance.
Topic 1: **PACER**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to properly set up cones 20 meters apart.
	I will: follow directions and pay attention to the beep before leaving the start line.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper endurance and running techniques to increase cardiovascular endurance.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of pacing and increasing cardiovascular endurance.
Performance Tasks: Partner FITNESSGRAM PACER checklist	Notes:
Topic 2: **Muscular Strength/Muscular Endurance**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate

Lesson Frame: Equipment management	We will: learn to set up exercise mats and understand the reason behind the blue strips.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups.
	I will: demonstrate proper sit-up technique as well as 90 degree push-up technique. I will also demonstrate honesty and integrity when it comes to keeping track of my partner's scores.
Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist	Notes:
Topic 3: **Flexibility**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility.
	I will: follow directions and pay attention to how to properly perform the shoulder stretch for both the right and left side.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch.
	I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.
Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)	Notes:

Course Name:	8th Grade PE		
Credits:	N/A		
Prerequisites:	N/A		
Description:	Students will be able to demonstrate proper techniques and forms, as well as build on teamwork and strategic game play throughout the school year.		
Academic Standards:	NASPE Standards		
Units:	**Unit Length:**	**Unit Standards:**	**Unit Outcomes:**
Team Sports	8 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to work on skill progression, build social interactions within a team setting, and develop cognitive as well as psychomotor skills during game-like situations.
Individual Sports	4 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Kickball	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Dodging, Chasing, Fleeing	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Invasion Games	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Fitness Testing	15 days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to monitor fitness progression throughout the year.

Unit: **Team Sports**	**Length:** 8 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: VOLLEYBALL-What is the most common error when it comes to bumping the volleyball? Why is the toss the most important part of the overhand serve? Why is it important to stay low with hands on top of one another rather than interlocked when playing offense and defense? What it the point of a free ball? What purpose does the 10-foot line serve? BASKETBALL-What are the five basic tips when dribbling a basketball? What does BEEF stand for in the shooting method? SOCCER-What's the difference between a direct and indirect kick? What does offsides mean in soccer? What are the different traps used in soccer? What dribbling tips are beneficial for game play situations? FLAG FOOTBALL- Why are passing routes so important? What are the different positions in football and what does each position's job? What does offsides/pass interference mean in football? BASEBALL/SOFTBALL-What does tagging up mean? Where is there always a force out, why? What is the difference between a strike and a ball?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching any type of ball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, passing, dribbling, shooting, and serving depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **Volleyball**	**Length:** 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** bump, set, spike, serve, 10-foot line, kill, tip, drive, block, ace, line violations, net violations, lift, carry
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down volleyball nets.
	I will: follow directions and pay attention to how to properly set-up/take down volleyball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for bumping, setting, spiking, blocking, serve-receive formation, serving.

	I will: demonstrate proper formation when it comes to serving, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: Blob, Raising the Titanic, One Team Volleyball, Plus One Volleyball, Race to Be the Best, and King/Queen of the Court.
	I will: demonstrate proper passing form, serving form, spiking form, and blocking form. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 2: **Basketball**	**Length:** 3 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** chest pass, bounce pass, over the head pass, dribble, lay-up, jump shot, free throw, travel, double dribble, foul, lane violation, 3-second violation, turnover, carry, technical
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress.
	I will: demonstrate proper form when it comes to dribbling, passing, and shooting as well as proper defensive formation.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of turnovers and fouls, and proper technique for layups, and free throws.
	I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribbling relays, dribble knockout, hot-spot-shoot-out, lay-up relays, monkey in the middle, tip 21, sideline basketball, 7-up, lightning, and 5v5v5.
	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, BEEF method shooting checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 3: **Soccer**	**Length:** 1 week

Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dribble, foot trap, chest trap, heading, offsides, sliding, red card, yellow card, penalty kick, kick-off, goalie kick, corner kick, throw-in, drop ball, direct/indirect kicks
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress.
	I will: demonstrate proper form when it comes to dribbling, passing, and shooting.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for trapping, heading, throw-ins, corner kicks, direct/indirect kicks, as well as demonstrate proper understanding of offsides.
	I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribble relays, dribble knockout, 4-team soccer, foosball soccer, 4-corners, sideline soccer, and head or catch.
	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY!	Notes:
Topic 4: **Flag Football**	**Length:** 2 weeks (weather depending)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** positions, routes, tackle, touchdown, field goal, 2-point conversion, offsides, line of scrimmage, goal line, pass interference
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when catching the ball, as well as proper throwing formation (spiral), and ball placement.
	I will: demonstrate proper form when it comes to throwing a football, catching a football, kicking a football, and snapping a football.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field boundaries, positions, offsides, line of scrimmage, pass interference, as well as demonstrating effective teamwork and communication.
	I will: demonstrate proper formation when it comes to throwing, catching, and kicking a football, offense/defense play as well as demonstrate understanding of penalties during game play.

Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: football bingo, football 21, ultimate football, and create your own playbook.
	I will: demonstrate proper hand eye coordination when it comes to throwing and catching, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, playbook routes, spiral checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 5: **Baseball/Softball**	**Length:** 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** positions, ball, strike, walk, running bases, pop fly, steal, slide, foul ball, leading off, tagging up, infield fly, force out
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, swinging a bat, running the bases, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, fielding, catching, hitting, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field dimensions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground balls, catching pop flys, hand-eye coordination when swinging the bat, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: all ball, wiffle ball, Cal Ripken Quick Ball, and rag ball.
	I will: demonstrate proper catching and throwing technique, hitting form, fielding ground balls, catching pop flys, calling the ball, and proper base running technique as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:

Unit Name: **Individual Sports**	**Length:** 4 Weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: BADMINTON-Name the three different types of shots and when you would use them against your opponent? Explain how you serve the birdie in a singles game compared to a doubles game.BOWLING-How do you keep score in bowling? What's the purpose of the arrows on the lane? DISC GOLF-What are the different types of throws and when would you use them? How do you keep score in disc golf? What is the proper etiquette when it comes to throwing in a group?	**Learning Targets:** Students will increase hand-eye coordination. Students will be able to demonstrate teamwork and effective communication. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique specific to each individualized sport. Students will demonstrate proper understanding of strategic play when it comes to specific placement of disc, bowling ball, or birdie.
Topic 1: **Badminton**	**Length:** 2 Weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** drive, drop shot, lob, clear, backhand, forehand, birdie, ace, line violations, net violations, out of boundaries, hits per side
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down badminton nets.
	I will: follow directions and pay attention to how to properly set-up/take down badminton nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for forehand, backhand, drive, drop shot, clean, kill shot, and lob, serve-receive formation, and serving.
	I will: demonstrate proper formation when it comes to serving, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: relay races, king/queen of the court, reaction time, tournament play
	I will: demonstrate proper serving form, spiking form, and the different badminton shots. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and DOUBLES tournament play.	Notes:
Topic 2: **Bowling**	**Length:** 1 Week

Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** spare, strike, turkey, gutter, line violation, bowling etiquette
Lesson Frame: Equipment management	We will: learn and understand proper bowling etiquette.
	I will: follow directions and pay attention to Mr. Matt Beyer as I pick out the proper sized bowling ball for my size.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to rolling a weighted ball as well as proper hand and foot placement.
	I will: demonstrate proper formation when it comes to bowling a ball as well as demonstrate understanding of proper scorekeeping and and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: individual bowling and team bowling (Baker's).
	I will: demonstrate proper bowling etiquette, footwork, and hand placement when bowling. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Student score sheets (Tournament Play)	Notes:
Topic 3: **Disc Golf**	**Length:** 1 Week
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** putter, mid-range, long range, backhand, forehand, hammer throw
Lesson Frame: Equipment management	We will: learn and understand course layout, safety, as well as proper throwing form at targets.
	I will: follow directions and pay attention when walking to each hole as well as be aware of my surroundings for distractions of any kind; traffic, weather, MES students, wooded area.
Lesson Frame: Rules/Boundaries of game	We will: learn the difference between a Frisbee and a disc as well as be able to demonstrate the different types of throws.
	I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper course etiquette when it comes to staying on school grounds and crossing the street.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: ready, set, fire and hole in one.
	I will: demonstrate proper disc golf etiquette as well as demonstrate understanding on how to keep score for disc golf. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Student score cards	Notes:

Unit: **Kickball**	**Length:** 10 Days
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: KICKBALL-What does tagging up mean? Where is there always a force out, why? What are the different positions played? MATBALL-How do you score runs? Where does the offensive team play? What are the different ways to get an out? What do you do when you are out? LONG BALL-How do you score runs? How many bases are there? What happens when you take both feet off of the base while running? Why is it important to have good communication with your team while you are on defense? What are the different strategies used to win at this game? SUPER KICKBALL-How do you score runs in this game? How do you get out in this game? Why is it important to get the ball to your pitcher? ULTIMATE KICKBALL-How do you run the bases on offense in this game? How do you score runs in this game; are points good or bad? How do you get points added to your team's score? How do you play defense?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching the kickball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, and running depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **KICKBALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games.
	I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.

	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes:
Topic 2: **MATBALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games.
	I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes:
Topic 3: **LONG BALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games.
	I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.

	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes:
Topic 4: **SUPER KICKBALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games.
	I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes:
Topic 5: **ULTIMATE KICKBALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games.
	I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.

	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes:

Unit Name: **Dodging, Chasing, Fleeing**	**Length:** 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: TRENCH BALL, DODGEBALL, DOCTOR/DOCTOR, BERLIN DODGEBALL, ULTIMATE DODGEBALL, FIELD DODGEBALL, WOLF BALL, EMPIRE MANIA, WARZONE, NETBALL, ROADKILL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **TRENCH BALL, DODGEBALL, BERLIN DODGEBALL, ULTIMATE DODGEBALL, DOCTOR, DOCTOR**	**Length:** 5 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, trench, doctor
Lesson Frame: Equipment management	We will: learn to properly set up for each dodgeball game as each setup is different.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:

Topic 2: Field Dodgeball/Wolf Ball	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, out, inning, offense, defense, bases, Wolf ball, foul ball, boundaries, foul territory, spatial awareness
Lesson Frame: Equipment management	We will: learn to properly set up the cones and bases for each game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 3: **Empire Mania**	**Length:** 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching
Lesson Frame: Equipment management	We will: learn to properly set up the cones and pinnies for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:
Topic 4: **Netball**	**Length:** 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, goalie, exercises, boundaries, double block rule
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, exercise equipment, and goals for this game.

	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)	Notes:
Topic 5: **Roadkill**	**Length:** 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, fleeing, boundaries, new life, catching, teamwork, 5-second rule
Lesson Frame: Equipment management	We will: learn to properly line up in this game; cars versus animals.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, hitting a moving target assessment, gameplay assessments, spatial awareness, and student demonstrations. (Tournament Play)	Notes:

Unit Name: **Invasion Games/Tournament Play**	**Length:** 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: YOSHI: How do you win? Boundaries? How do you get back into the game? What happens when you hear, "Yoshi!" What is the purpose of dodging, chasing, and fleeing? What equipment is needed? PIRATE BALL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game? What is the object of the game? CAPTURE THE FLAG/STEAL THE BALL: Equipment needed? Boundaries? How do you get captured? How do you get out of jail? Why is it important to communicate with your teammates? Inside/outside game? How do you win? WARZONE: How do you set up for the game? What other games are combined into this game? Safety precautions? What is the object of the game?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **YOSHI**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, yoshi, juke, communication
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats and correctly put on our flags.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules, as well as know the different boundary lines, and different strategies in each game, as well as understand the course of direction needed to go when Yoshi is called.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, dodging, chasing, and fleeing checklist, authentic assessment, game play assessments, and student demonstration on proper safety technique associated with flag pulling and offense/defense. (Tournament Play)	Notes:
Topic 2: **Pirate Ball**	**Length:** 2 days

Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** jail, juke, communication, safe zone, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, hula hoops, cones, and four different types of balls used to play that day (ie: soccer, basketball, dodgeball, volleyball).
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the safety zones, spatial awareness, and safety concerns when dodging, chasing, and fleeing in this game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, authentic assessment, and game play assessments. (Tournament Play)	Notes:
Topic 3: **Capture the Flag/Steal the Ball**	**Length:** 4 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** jail, safe zones, communication, boundaries, flag guarding, stiff arm, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the cones, hula hoops, jail zone, and pinnies for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understand of the difference between Capture the Flag and Steal the ball as well as understanding key terminology; safe zones, jail, spatial awareness and safety. Safety is no accident.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, defensive safety assessment, authentic assessment, game play assessments (Tournament Play)	Notes:
Topic 4: **Warzone**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** yoshi, netball, dodgeball, capture the flag, communication, strategy, offense, defense, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, chairs, volleyball cart, basketball cart, tchoukball nets, football flags, and hula hoops.

	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the importance of offensive/defensive strategy as well as the importance of communication throughout each round.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)	Notes:

Unit Name: **Fitness Testing**	**Length:** 15 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Outcomes:** Students will be able to monitor fitness progression throughout the year.
Essential Questions: What are the five fitness components? What are the four standard FITNESSGRAM tests students in Manawa are tested on? Why is it important to stay in target heart rate zone? Which fitness component aligns with the FITNESSGRAM test? Why is it important to set short & long term goals?	**Learning Targets:** Students will learn the five fitness components as well as increase in flexibility, muscular strength, muscular endurance, and cardiovascular endurance.
Topic 1: **PACER**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to properly set up cones 20 meters apart.
	I will: follow directions and pay attention to the beep before leaving the start line.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper endurance and running techniques to increase cardiovascular endurance.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of pacing and increasing cardiovascular endurance.
Performance Tasks: Partner FITNESSGRAM PACER checklist	Notes:
Topic 2: **Muscular Strength/Muscular Endurance**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to set up exercise mats and understand the reason behind the blue strips.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups.
	I will: demonstrate proper sit-up technique as well as 90 degree push-up technique. I will also demonstrate honesty and integrity when it comes to keeping track of my partner's scores.

Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist	Notes:
Topic 3: **Flexibility**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility.
	I will: follow directions and pay attention to how to properly perform the shoulder stretch for both the right and left side.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch.
	I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.
Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)	Notes:

Course Name:	PE I		
Credits:	0.5		
Prerequisites:	N/A		
Description:	Students will be able to demonstrate proper techniques and forms, as well as build on teamwork and strategic game play throughout the school year.		
Academic Standards:	NASPE Standards		
Units:	**Unit Length:**	**Unit Standards:**	**Unit Outcomes:**
Team Sports	7 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to work on skill progression, build social interactions within a team setting, and develop cognitive as well as psychomotor skills during game-like situations.
Individual Sports	4 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Kickball	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Dodging, Chasing, Fleeing	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Invasion Games	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Fitness Testing	15 days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to monitor fitness progression throughout the year.

Unit: **Team Sports**	**Length:** 7 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: VOLLEYBALL-What is the most common error when it comes to bumping the volleyball? Why is the toss the most important part of the overhand serve? Why is it important to stay low with hands on top of one another rather than interlocked when playing offense and defense? What it the point of a free ball? What purpose does the 10-foot line serve? BASKETBALL-What are the five basic tips when dribbling a basketball? What does BEEF stand for in the shooting method? SOCCER-What's the difference between a direct and indirect kick? What does offsides mean in soccer? What are the different traps used in soccer? What dribbling tips are beneficial for game play situations? FLAG FOOTBALL- Why are passing routes so important? What are the different positions in football and what does each position's job? What does offsides/pass interference mean in football? BASEBALL/SOFTBALL-What does tagging up mean? Where is there always a force out, why? What is the difference between a strike and a ball? TSEGBALL-What is the difference between a foul and a turnover? How do you turnover the ball? What are the goalies allowed to do compared to the throwers? SPEEDBALL-What are the four sports played during speedball? What are the four different ways to score and how many points are they worth? What are the defensive rules? How long can you hold onto the ball? What is the goalie allowed to do? ULTIMATE FRISBEE-What is the playing area called? Where are the endzones? How many points is a touchdown? How long can you hold onto the Frisbee? What does a player HAVE to do after a dead Frisbee? What defensive and offensive strategies used for player succession?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching any type of ball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, passing, dribbling, shooting, and serving depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **Volleyball**	**Length:** 2 weeks

Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** bump, set, spike, serve, 10-foot line, kill, tip, drive, block, ace, line violations, net violations, lift, carry
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down volleyball nets.
	I will: follow directions and pay attention to how to properly set-up/take down volleyball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for bumping, setting, spiking, blocking, serve-receive formation, serving.
	I will: demonstrate proper formation when it comes to serving, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: Blob, Raising the Titanic, One Team Volleyball, Plus One Volleyball, Race to Be the Best, and King/Queen of the Court.
	I will: demonstrate proper passing form, serving form, spiking form, and blocking form. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 2: **Basketball**	**Length:** 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** chest pass, bounce pass, over the head pass, dribble, lay-up, jump shot, free throw, travel, double dribble, foul, lane violation, 3-second violation, turnover, carry, technical
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress.
	I will: demonstrate proper form when it comes to dribbling, passing, and shooting as well as proper defensive formation.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of turnovers and fouls, and proper technique for layups, and free throws.
	I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribbling relays, dribble knockout, hot-spot-shoot-out, lay-up relays, monkey in the middle, tip 21, sideline basketball, 7-up, lightning, and 5v5v5.

	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, BEEF method shooting checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 3: **Soccer**	**Length:** 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dribble, foot trap, chest trap, heading, offsides, sliding, red card, yellow card, penalty kick, kick-off, goalie kick, corner kick, throw-in, drop ball, direct/indirect kicks
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress.
	I will: demonstrate proper form when it comes to dribbling, passing, and shooting.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for trapping, heading, throw-ins, corner kicks, direct/indirect kicks, as well as demonstrate proper understanding of offsides.
	I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribble relays, dribble knockout, 4-team soccer, foosball soccer, 4-corners, sideline soccer, and head or catch.
	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY!	Notes:
Topic 4: **Flag Football**	**Length:** 2 weeks-weather dependant
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** positions, routes, tackle, touchdown, field goal, 2-point conversion, offsides, line of scrimmage, goal line, pass interference
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when catching the ball, as well as proper throwing formation (spiral), and ball placement.

	I will: demonstrate proper form when it comes to throwing a football, catching a football, kicking a football, and snapping a football.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field boundaries, positions, offsides, line of scrimmage, pass interference, as well as demonstrating effective teamwork and communication.
	I will: demonstrate proper formation when it comes to throwing, catching, and kicking a football, offense/defense play as well as demonstrate understanding of penalties during game play.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: football bingo, football 21, ultimate football, and create your own playbook.
	I will: demonstrate proper hand eye coordination when it comes to throwing and catching, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, playbook routes, spiral checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 5: **Baseball/Softball**	**Length:** 2 weeks (extra-if necessary)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** positions, ball, strike, walk, running bases, pop fly, steal, slide, foul ball, leading off, tagging up, infield fly, force out
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, swinging a bat, running the bases, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, fielding, catching, hitting, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field dimensions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground balls, catching pop flys, hand-eye coordination when swinging the bat, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: all ball, wiffle ball, Cal Ripken Quick Ball, and rag ball.

	I will: demonstrate proper catching and throwing technique, hitting form, fielding ground balls, catching pop flys, calling the ball, and proper base running technique as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 6: **TSEGBALL**	**Length:** 2 weeks (extra-if necessary)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** goalie, thrower, foul, turnover, back throw, travel, 3-second call
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, teamwork and communication, tracking, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, catching,spatial awareness, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of court dimensions, goalie box, offense vs defense, goalie vs thrower, and turnover vs foul.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, tracking a moving object, spatial awareness, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: 3-Team Tseg Ball, Goalie Tseg Ball, No Goalie Tseg Ball, 3-Point Tseg Ball.
	I will: demonstrate proper catching and throwing technique, defensive stance, hand-eye coordination,as well as teamwork and communication. I will also demonstrate proper understanding of the lead-up games.
Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 7: **SPEEDBALL**	**Length:** 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** football, soccer, handball, basketball, goalie box, 5-second rule, dribbling, passing, travel
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, shooting a basketball, dribbling a soccer ball with your feet, throwing ball at target, passing a ball to a teammate.

	I will: demonstrate proper technique when throwing to a target, fielding, catching, dribbling with my feet, passing, shooting, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of court dimensions, 5-second count, goalie box boundaries, over the head throw in, point values for the four different ways to score.
	I will: demonstrate proper formation when it comes to continuous movement, throwing to a target, catching with two hands, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games associated with the soccer unit.
	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY!	Notes:
Topic 8: **ULTIMATE FRISBEE**	**Length:** 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pitch, 5-second count, endzone, touchdown
Lesson Frame: Introductory Skills	We will: learn and understand court layout, safety, as well as proper throwing form of Frisbee.
	I will: follow directions and demonstrate proper throwing and catching technique as well as demonstrate understanding of fouls vs turnovers.
Lesson Frame: Rules/Boundaries of game	We will: demonstrate the 5-second count properly, throwing techniques, effective communication, and safety.
	I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper etiquette when it comes to self refereeing.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the proper throws associated with disc golf and ultimate frisbee.
	I will: demonstrate proper formation of the forehand, backhand, and hammer throw.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:

Unit Name: **Individual Sports**	**Length:** 8 Weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: DISC GOLF-What are the different types of throws and when would you use them? How do you keep score in disc golf? What is the proper etiquette when it comes to throwing in a group? PICKLEBALL-What is the difference between a wiffle ball and pickleball? What are the four different shots in pickleball? What does the double bounce rule state? How do you keep score in a game of singles? Doubles?	**Learning Targets:** Students will increase hand-eye coordination. Students will be able to demonstrate teamwork and effective communication. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique specific to each individualized sport. Students will demonstrate proper understanding of strategic play when it comes to specific placement of disc, bowling ball, or birdie.
Topic 1: **Bowling**	**Length:** 1 Week
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** spare, strike, turkey, gutter, line violation, bowling etiquette
Lesson Frame: Equipment management	We will: learn and understand proper bowling etiquette.
	I will: follow directions and pay attention to Mr. Matt Beyer as I pick out the proper sized bowling ball for my size.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to rolling a weighted ball as well as proper hand and foot placement.
	I will: demonstrate proper formation when it comes to bowling a ball as well as demonstrate understanding of proper scorekeeping and and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: individual bowling and team bowling (Baker's).
	I will: demonstrate proper bowling etiquette, footwork, and hand placement when bowling. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Student score sheets (Tournament Play)	Notes:

Topic 2: **Disc Golf**	**Length:** 1 Week
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** putter, mid-range, long range, backhand, forehand, hammer throw, safety, how to keep score, order of throws
Lesson Frame: Equipment management	We will: learn and understand course layout, safety, as well as proper throwing form at targets.
	I will: follow directions and pay attention when walking to each hole as well as be aware of my surroundings for distractions of any kind; traffic, weather, MES students, wooded area.
Lesson Frame: Rules/Boundaries of game	We will: learn the difference between a Frisbee and a disc as well as be able to demonstrate the different types of throws.
	I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper course etiquette when it comes to staying on school grounds and crossing the street.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: ready, set, fire and hole in one.
	I will: demonstrate proper disc golf etiquette as well as demonstrate understanding on how to keep score for disc golf. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Student score cards	Notes:
Topic 3: **PICKLEBALL**	**Length:** 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** smash, dink, backhand, forehand, pickleball, line violations, net violations, out of boundaries, hits per side, double bounce rule
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down pickleball nets.
	I will:follow directions and pay attention to how to properly set-up/take down pickleball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for forehand, backhand, dink, smash, serve-receive formation, and serving.
	I will: demonstrate proper formation when it comes to serving, offense/defense play as well as demonstrate understanding of court boundaries, violations, and the double bounce rule.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: relay races, king/queen of the court, reaction time, tournament play
	I will: demonstrate proper serving form, spiking form, and the different pickleball shots. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Serving rubric, authentic game play rubric, peer checklist	Notes:

Unit: **Kickball**	**Length:** 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: KICKBALL-What does tagging up mean? Where is there always a force out, why? What are the different positions played? MATBALL-How do you score runs? Where does the offensive team play? What are the different ways to get an out? What do you do when you are out? LONG BALL-How do you score runs? How many bases are there? What happens when you take both feet off of the base while running? Why is it important to have good communication with your team while you are on defense? What are the different strategies used to win at this game? SUPER KICKBALL-How do you score runs in this game? How do you get out in this game? Why is it important to get the ball to your pitcher? ULTIMATE KICKBALL-How do you run the bases on offense in this game? How do you score runs in this game; are points good or bad? How do you get points added to your team's score? How do you play defense?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching the kickball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, and running depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **KICKBALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games.
	I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.

	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes:
Topic 2: **MATBALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes:
Topic 3: **LONG BALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.

Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes:
Topic 4: **SUPER KICKBALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes:
Topic 5: **ULTIMATE KICKBALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.

	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes:

Unit Name: **Dodging, Chasing, Fleeing**	**Length:** 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **TRENCH BALL, DODGEBALL, BERLIN DODGEBALL, ULTIMATE DODGEBALL, DOCTOR, DOCTOR**	**Length:** 5 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, trench, doctor
Lesson Frame: Equipment management	We will: learn to properly set up for each dodgeball game as each setup is different.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:

Topic 2: **Field Dodgeball/Wolf Ball**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, out, inning, offense, defense, bases, Wolf ball, foul ball, boundaries, foul territory, spatial awareness
Lesson Frame: Equipment management	We will: learn to properly set up the cones and bases for each game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 3: **Empire Mania**	**Length:** 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching
Lesson Frame: Equipment management	We will: learn to properly set up the cones and pinnies for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:
Topic 4: **Netball**	**Length:** 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, goalie, exercises, boundaries, double block rule
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, exercise equipment, and goals for this game.

	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)	Notes:
Topic 5: **Roadkill**	**Length:** 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, fleeing, boundaries, new life, catching, teamwork, 5-second rule
Lesson Frame: Equipment management	We will: learn to properly line up in this game; cars versus animals.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, hitting a moving target assessment, gameplay assessments, spatial awareness, and student demonstrations. (Tournament Play)	Notes:

Unit Name: **Invasion Games/Tournament Play**	**Length:** 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: YOSHI: How do you win? Boundaries? How do you get back into the game? What happens when you hear, "Yoshi!" What is the purpose of dodging, chasing, and fleeing? What equipment is needed? PIRATE BALL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game? What is the object of the game? CAPTURE THE FLAG/STEAL THE BALL: Equipment needed? Boundaries? How do you get captured? How do you get out of jail? Why is it important to communicate with your teammates? Inside/outside game? How do you win? WARZONE: How do you set up for the game? What other games are combined into this game? Safety precautions? What is the object of the game?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **YOSHI**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, yoshi, juke, communication
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats and correctly put on our flags.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules, as well as know the different boundary lines, and different strategies in each game, as well as understand the course of direction needed to go when Yoshi is called.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, dodging, chasing, and fleeing checklist, authentic assessment, game play assessments, and student demonstration on proper safety technique associated with flag pulling and offense/defense. (Tournament Play)	Notes:
Topic 2: **Pirate Ball**	**Length:** 2 days

Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** jail, juke, communication, safe zone, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, hula hoops, cones, and four different types of balls used to play that day (ie: soccer, basketball, dodgeball, volleyball).
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the safety zones, spatial awareness, and safety concerns when dodging, chasing, and fleeing in this game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, authentic assessment, and game play assessments. (Tournament Play)	Notes:
Topic 3: **Capture the Flag/Steal the Ball**	**Length:** 4 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** jail, safe zones, communication, boundaries, flag guarding, stiff arm, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the cones, hula hoops, jail zone, and pinnies for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the difference between Capture the Flag and Steal the ball as well as understanding key terminology; safe zones, jail, spatial awareness and safety. Safety is no accident.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, defensive safety assessment, authentic assessment, game play assessments (Tournament Play)	Notes:
Topic 4: **Warzone**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** yoshi, netball, dodgeball, capture the flag, communication, strategy, offense, defense, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, chairs, volleyball cart, basketball cart, tchoukball nets, football flags, and hula hoops.

	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the importance of offensive/defensive strategy as well as the importance of communication throughout each round.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)	Notes:

Unit Name: **Fitness Testing**	**Length:** 15 days
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to monitor fitness progression throughout the year.
Essential Questions: What are the five fitness components? What are the four standard FITNESSGRAM tests students in Manawa are tested on? Why is it important to stay in target heart rate zone? Which fitness component aligns with the FITNESSGRAM test? Why is it important to set short & long term goals?	**Learning Targets:** Students will learn the five fitness components as well as increase in flexibility, muscular strength, muscular endurance, and cardiovascular endurance.
Topic 1: **PACER**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to properly set up cones 20 meters apart.
	I will: follow directions and pay attention to the beep before leaving the start line.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper endurance and running techniques to increase cardiovascular endurance.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of pacing and increasing cardiovascular endurance.
Performance Tasks: Partner FITNESSGRAM PACER checklist	Notes:
Topic 2: **Muscular Strength/Muscular Endurance**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate

Lesson Frame: Equipment management	We will: learn to set up exercise mats and understand the reason behind the blue strips.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups.
	I will: demonstrate proper sit-up technique as well as 90 degree push-up technique. I will also demonstrate honesty and integrity when it comes to keeping track of my partner's scores.
Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist	Notes:
Topic 3: **Flexibility**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility.
	I will: follow directions and pay attention to how to properly perform the shoulder stretch for both the right and left side.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch.
	I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.
Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)	Notes:

September	October	November	December	January	February	March	April	May	June

Course Name:	PE Elective		
Credits:	0.5		
Prerequisites:	PE I		
Description:	Students will be able to demonstrate proper techniques and forms, as well as build on teamwork and strategic game play throughout the school year.		
Academic Standards:	NASPE Standards		
Units:	**Unit Length:**	**Unit Standards:**	**Unit Outcomes:**
Team Sports	10 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to work on skill progression, build social interactions within a team setting, and develop cognitive as well as psychomotor skills during game-like situations.
Individual Sports	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Kickball	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Dodging, Chasing, Fleeing	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Invasion Games	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Fitness Testing	15 days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to monitor fitness progression throughout the year.

Unit: **Team Sports**	**Length:** 10 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: VOLLEYBALL-What is the most common error when it comes to bumping the volleyball? Why is the toss the most important part of the overhand serve? Why is it important to stay low with hands on top of one another rather than interlocked when playing offense and defense? What is the point of a free ball? What purpose does the 10-foot line serve? BASKETBALL-What are the five basic tips when dribbling a basketball? What does BEEF stand for in the shooting method? SOCCER-What's the difference between a direct and indirect kick? What does offsides mean in soccer? What are the different traps used in soccer? What dribbling tips are beneficial for game play situations? FLAG FOOTBALL- Why are passing routes so important? What are the different positions in football and what does each position's job? What does offsides/pass interference mean in football? BASEBALL/SOFTBALL-What does tagging up mean? Where is there always a force out, why? What is the difference between a strike and a ball? TSEGBALL-What is the difference between a foul and a turnover? How do you turnover the ball? What are the goalies allowed to do compared to the throwers? SPEEDBALL-What are the four sports played during speedball? What are the four different ways to score and how many points are they worth? What are the defensive rules? How long can you hold onto the ball? What is the goalie allowed to do? ULTIMATE FRISBEE-What is the playing area called? Where are the endzones? How many points is a touchdown? How long can you hold onto the Frisbee? What does a player HAVE to do after a dead Frisbee? What defensive and offensive strategies used for player succession?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching any type of ball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, passing, dribbling, shooting, and serving depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **Volleyball**	**Length:** 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** bump, set, spike, serve, 10-foot line, kill, tip, drive, block, ace, line violations, net violations, lift, carry
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down volleyball nets.
	I will: follow directions and pay attention to how to properly set-up/take down volleyball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for bumping, setting, spiking, blocking, serve-receive formation, serving.

	I will: demonstrate proper formation when it comes to serving, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: Blob, Raising the Titanic, One Team Volleyball, Plus One Volleyball, Race to Be the Best, and King/Queen of the Court.
	I will: demonstrate proper passing form, serving form, spiking form, and blocking form. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 2: **Basketball**	**Length:** 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** chest pass, bounce pass, over the head pass, dribble, lay-up, jump shot, free throw, travel, double dribble, foul, lane violation, 3-second violation, turnover, carry, technical
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress.
	I will: demonstrate proper form when it comes to dribbling, passing, and shooting as well as proper defensive formation.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of turnovers and fouls, and proper technique for layups, and free throws.
	I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribbling relays, dribble knockout, hot-spot-shoot-out, lay-up relays, monkey in the middle, tip 21, sideline basketball, 7-up, lightning, and 5v5v5.
	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, BEEF method shooting checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 3: **Soccer**	**Length:** 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dribble, foot trap, chest trap, heading, offsides, sliding, red card, yellow card, penalty kick, kick-off, goalie kick, corner kick, throw-in, drop ball, direct/indirect kicks

Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress.
	I will: demonstrate proper form when it comes to dribbling, passing, and shooting.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for trapping, heading, throw-ins, corner kicks, direct/indirect kicks, as well as demonstrate proper understanding of offsides.
	I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribble relays, dribble knockout, 4-team soccer, foosball soccer, 4-corners, sideline soccer, and head or catch.
	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY!	Notes:
Topic 4: **Flag Football**	**Length:** 2 weeks dependent on weather
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** positions, routes, tackle, touchdown, field goal, 2-point conversion, offsides, line of scrimmage, goal line, pass interference
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when catching the ball, as well as proper throwing formation (spiral), and ball placement.
	I will: demonstrate proper form when it comes to throwing a football, catching a football, kicking a football, and snapping a football.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field boundaries, positions, offsides, line of scrimmage, pass interference, as well as demonstrating effective teamwork and communication.
	I will: demonstrate proper formation when it comes to throwing, catching, and kicking a football, offense/defense play as well as demonstrate understanding of penalties during game play.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: football bingo, football 21, ultimate football, and create your own playbook.
	I will: demonstrate proper hand eye coordination when it comes to throwing and catching, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, playbook routes, spiral checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:

Topic 5: **Baseball/Softball**	**Length:** 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** positions, ball, strike, walk, running bases, pop fly, steal, slide, foul ball, leading off, tagging up, infield fly, force out
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, swinging a bat, running the bases, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, fielding, catching, hitting, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field dimensions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground balls, catching pop flys, hand-eye coordination when swinging the bat, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: all ball, wiffle ball, Cal Ripken Quick Ball, and rag ball.
	I will: demonstrate proper catching and throwing technique, hitting form, fielding ground balls, catching pop flys, calling the ball, and proper base running technique as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 6: **TSEGBALL**	**Length:** 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** goalie, thrower, foul, turnover, back throw, travel, 3-second call
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, teamwork and communication, tracking, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, catching,spatial awareness, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of court dimensions, goalie box, offense vs defense, goalie vs thrower, and turnover vs foul.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, tracking a moving object, spatial awareness, offense/defense play as well as demonstrate understanding of court boundaries and violations.

Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: 3-Team Tseg Ball, Goalie Tseg Ball, No Goalie Tseg Ball, 3-Point Tseg Ball.
	I will: demonstrate proper catching and throwing technique, defensive stance, hand-eye coordination,as well as teamwork and communication. I will also demonstrate proper understanding of the lead-up games.
Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 7: **SPEEDBALL**	**Length:** 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** football, soccer, handball, basketball, goalie box, 5-second rule, dribbling, passing, travel
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, shooting a basketball, dribbling a soccer ball with your feet, throwing ball at target, passing a ball to a teammate.
	I will: demonstrate proper technique when throwing to a target, fielding, catching, dribbling with my feet, passing, shooting, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of sourt dimensions, 5-second count, goalie box boundaries, over the head throw in, point values for the four different ways to score.
	I will: demonstrate proper formation when it comes to continuous movement, throwing to a target, catching with two hands, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games associated with the soccer unit.
	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY!	Notes:
Topic 8: **ULTIMATE FRISBEE**	**Length:** 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pitch, 5-second count, endzone, touchdown
Lesson Frame: Introductory Skills	We will: learn and understand court layout, safety, as well as proper throwing form of Frisbee.
	I will: follow directions and demonstrate proper throwing and catching technique as well as demonstrate understanding of fouls vs turnovers.

Lesson Frame: Rules/Boundaries of game	We will: demonstrate the 5-second count properly, throwing techniques, effective communication, and safety.
	I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper etiquette when it comes to self refereeing.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the proper throws associated with disc golf and ultimate frisbee.
	I will: demonstrate proper formation of the forehand, backhand, and hammer throw.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:

Unit Name: **Individual Sports**	**Length:** 2 Weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: BADMINTON-Name the three different types of shots and when you would use them against your opponent? Explain how you serve the birdie in a singles game compared to a doubles game. BOWLING-How do you keep score in bowling? What's the purpose of the arrows on the lane? DISC GOLF-What are the different types of throws and when would you use them? How do you keep score in disc golf? What is the proper etiquette when it comes to throwing in a group? PICKLEBALL-What is the difference between a wiffle ball and pickleball? What are the four different shots in pickleball? What does the double bounce rule state? How do you keep score in a game of singles? Doubles?	**Learning Targets:** Students will increase hand-eye coordination. Students will be able to demonstrate teamwork and effective communication. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique specific to each individualized sport. Students will demonstrate proper understanding of strategic play when it comes to specific placement of disc, bowling ball, or birdie.
Topic 1: **Disc Golf**	**Length:** 1 week depending on weather
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** putter, mid-range, long range, backhand, forehand, hammer throw, safety, how to keep score, order of throws
Lesson Frame: Equipment management	We will: learn and understand course layout, safety, as well as proper throwing form at targets.
	I will: follow directions and pay attention when walking to each hole as well as be aware of my surroundings for distractions of any kind; traffic, weather, MES students, wooded area.
Lesson Frame: Rules/Boundaries of game	We will: learn the difference between a Frisbee and a disc as well as be able to demonstrate the different types of throws.
	I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper course etiquette when it comes to staying on school grounds and crossing the street.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: ready, set, fire and hole in one.
	I will: demonstrate proper disc golf etiquette as well as demonstrate understanding on how to keep score for disc golf. I will also demonstrate proper understanding of the lead up games.

Performance Tasks: Student score cards	Notes:
Topic 2: **PICKLEBALL**	**Length:** 2 Weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** smash, dink, backhand, forehand, pickleball, line violations, net violations, out of boundaries, hits per side, double bounce rule
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down pickleball nets.
	I will: follow directions and pay attention to how to properly set-up/take down pickleball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for forehand, backhand, dink, smash, serve-receive formation, and serving.
	I will: demonstrate proper formation when it comes to serving, offense/defense play as well as demonstrate understanding of court boundaries, violations, and the double bounce rule.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: relay races, king/queen of the court, reaction time, tournament play
	I will: demonstrate proper serving form, spiking form, and the different pickleball shots. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Serving rubric, authentic game play rubric, peer checklist	Notes:

Unit: **Kickball**	**Length:** 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: KICKBALL-What does tagging up mean? Where is there always a force out, why? What are the different positions played? MATBALL-How do you score runs? Where does the offensive team play? What are the different ways to get an out? What do you do when you are out? LONG BALL-How do you score runs? How many bases are there? What happens when you take both feet off of the base while running? Why is it important to have good communication with your team while you are on defense? What are the different strategies used to win at this game? SUPER KICKBALL-How do you score runs in this game? How do you get out in this game? Why is it important to get the ball to your pitcher? ULTIMATE KICKBALL-How do you run the bases on offense in this game? How do you score runs in this game; are points good or bad? How do you get points added to your team's score? How do you play defense?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching the kickball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, and running depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **KICKBALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games.
	I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.

	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 2: **MATBALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 3: **LONG BALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.

Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 4: **SUPER KICKBALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 5: **ULTIMATE KICKBALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, strategic play, bunt, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.

	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.

Unit Name: **Invasion Games/Tournament Play**	**Length:** 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: YOSHI: How do you win? Boundaries? How do you get back into the game? What happens when you hear, "Yoshi!" What is the purpose of dodging, chasing, and fleeing? What equipment is needed? PIRATE BALL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game? What is the object of the game? CAPTURE THE FLAG/STEAL THE BALL: Equipment needed? Boundaries? How do you get captured? How do you get out of jail? Why is it important to communicate with your teammates? Inside/outside game? How do you win? WARZONE: How do you set up for the game? What other games are combined into this game? Safety precautions? What is the object of the game?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **YOSHI**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, team work, yoshi, juke, communication
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats and correctly put on our flags.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules, as well as know the different boundary lines, and different strategies in each game, as well as understand the course of direction needed to go when Yoshi is called.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, dodging, chasing, and fleeing checklist, authentic assessment, game play assessments, and student demonstration on proper safety technique associated with flag pulling and offense/defense. (Tournament Play)	Notes:
Topic 2: **Pirate Ball**	**Length:** 2 days

Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** jail, juke, communication, safe zone, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, team work
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, hula hoops, cones, and four different types of balls used to play that day (ie: soccer, basketball, dodgeball, volleyball).
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the safety zones, spatial awareness, and safety concerns when dodging, chasing, and fleeing in this game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, authentic assessment, and game play assessments. (Tournament Play)	Notes:
Topic 3: **Capture the Flag/Steal the Ball**	**Length:** 4 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** jail, safe zones, communication, boundaries, flag guarding, stiff arm, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, team work
Lesson Frame: Equipment management	We will: learn to properly set up the cones, hula hoops, jail zone, and pinnies for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understand of the difference between Capture the Flag and Steal the ball as well as understanding key terminology; safe zones, jail, spatial awareness and safety. Safety is no accident.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, defensive safety assessment, authentic assessment, game play assessments (Tournament Play)	Notes:
Topic 4: **Warzone**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** yoshi, netball, dodgeball, capture the flag, communication, strategy, offense, defense, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, team work
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, chairs, volleyball cart, basketball cart, tchoukball nets, football flags, and hula hoops.

	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the importance of offensive/defensive strategy as well as the importance of communication throughout each round.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)	Notes:

Unit Name: **Dodging, Chasing, Fleeing**	**Length:** 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **TRENCH BALL, DODGEBALL, BERLIN DODGEBALL, ULTIMATE DODGEBALL, DOCTOR, DOCTOR**	**Length:** 5 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, trench, doctor
Lesson Frame: Equipment management	We will: learn to properly set up for each dodgeball game as each setup is different.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:

Topic 2: **Field Dodgeball/Wolf Ball**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, out, inning, offense, defense, bases, Wolf ball, foul ball, boundaries, foul territory, spatial awareness
Lesson Frame: Equipment management	We will: learn to properly set up the cones and bases for each game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 3: **Empire Mania**	**Length:** 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching
Lesson Frame: Equipment management	We will: learn to properly set up the cones and pinnies for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:
Topic 4: **Netball**	**Length:** 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, goalie, exercises, boundaries, double block rule
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, exercise equipment, and goals for this game.

	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)	Notes:
Topic 5: **Roadkill**	**Length:** 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, fleeing, boundaries, new life, catching, teamwork, 5-second rule
Lesson Frame: Equipment management	We will: learn to properly line up in this game; cars versus animals.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, hitting a moving target assessment, game play assessments, spatial awareness, and student demonstrations. (Tournament Play)	Notes:

Unit Name: **Fitness Testing**	**Length:** 15 days
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to monitor fitness progression throughout the year.
Essential Questions: What are the five fitness components? What are the four standard FITNESSGRAM tests students in Manawa are tested on? Why is it important to stay in target heart rate zone? Which fitness component aligns with the FITNESSGRAM test? Why is it important to set short & long term goals?	**Learning Targets:** Students will learn the five fitness components as well as increase in flexibility, muscular strength, muscular endurance, and cardiovascular endurance.
Topic 1: **PACER**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to properly set up cones 20 meters apart.
	I will: follow directions and pay attention to the beep before leaving the start line.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper endurance and running techniques to increase cardiovascular endurance.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of pacing and increasing cardiovascular endurance.
Performance Tasks: Partner FITNESSGRAM PACER checklist	Notes:
Topic 2: **Muscular Strength/Muscular Endurance**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate

Lesson Frame: Equipment management	We will: learn to set up exercise mats and understand the reason behind the blue strips.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups.
	I will: demonstrate proper sit-up technique as well as 90 degree push-up technique. I will also demonstrate honesty and integrity when it comes to keeping track of my partner's scores.
Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist	Notes:
Topic 3: **Flexibility**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility.
	I will: follow directions and pay attention to how to properly perform the shoulder stretch for both the right and left side.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch.
	I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.
Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)	Notes:

Course Name:	Personal Fitness		
Credits:	0.5		
Prerequisites:	PE I		
Description:	Personal Fitness provides instruction in methods to attain a healthy level of physical fitness. The course covers how to develop a lifetime fitness program based on personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition, and cardiovascular endurance.		
Academic Standards:	NASPE Standards		
Units:	**Unit Length:**	**Unit Standards:**	**Unit Outcomes:**
Safety/Equipment Orientation	2 Weeks	NASPE Standards 1, 2, 3, 4, 5	Students will have a walk through of the weight room and teacher demonstration of proper equipment use, storage, cleaning, and lift demonstrations.
Introduction to fitness apps/personal goals (short term/long term)	15 Weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress monitor their own personal fitness goals set at the beginning of the class in the Platform fitness program (Plt4m).
Fitness	15 days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to monitor fitness progression throughout the year.
Cardiovascular Endurance	Ongoing	NASPE Standards 1, 2, 3, 4, 5	Students will perform a variety of cardiovascular endurance activities throughout the class whether it is part of their warm-up, their personal fitness goals, the central lesson of the day, or an incentive during Wellness Wednesdays.

Unit Name: **Safety/Equipment Orientation**	**Length:** 2 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will have a walk through of the weight room and teacher demonstration of proper equipment use, storage, cleaning, and lift demonstrations.
Essential Questions: Why is it important to use your knees when lifting? What is the importance of having a spotter for certain lifts? Why is it a safety concern when weights are not used properly or put away correctly? What is the importance of weight clips? How do you think exercising can help with academics? Name the 5 fitness components? What is the FITT Principle? What workouts can be utilized anywhere, and not just centered in the weight room? Why shouldn't you lock your legs on a leg press? What are the benefits of staying within your target heart rate?	**Learning Targets:** Students will be able to perform lifts, tasks, and activities safely and appropriately.
Topic 1: **Equipment Introduction**	**Length:** 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Academic Vocabulary: repetitions, sets, barbell, spotter, rack, elliptical, Nexstep, squat racks, weight plates, weight tree, weight clips, benches, medicine balls, dumbbells, FITT principle, auxiliary lifts, leg extensions, leg curls, shoulder press, lat pulldown, aerobic, anaerobic, leg press, low row, dips, pull-ups, deadlift, calf raises, hang clean, lunges, circuit workouts, box jumps, tricep dips, curls, tricep extensions
Lesson Frame: Equipment management	We will: learn to properly utilize and clean machines and weights after each use.
	I will: follow directions and pay attention to how to properly set-up/take down weights and clean machines.
Lesson Frame: Safety	We will: learn and demonstrate how to properly and safely perform personal lifts with a spotter when needed.
	I will: demonstrate proper safety techniques when lifting; proper set up of weights, take down, put away, and clean.
Performance Tasks: Rubrics, checklists, journals, teacher observation, Plt4m app.	Notes:

Unit Name: Fitness Apps/Personal Goals	**Length:** 15 Weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to progress monitor their own personal fitness goals set at the beginning of the class in the Platform fitness program (Plt4m).
Essential Questions: What are the five healthy fitness components? What are short term goals? What are long term goals? Why is it important to involve others in your goals? What are the FITNESSGRAM tests? Why is it important not to overtrain? Why is it important to have a spotter?	**Learning Targets:** Students will increase heart rate throughout workouts, as well as muscular strength and muscular endurance. Students will understand the value of maintaining a healthy lifestyle through physical fitness.
Topic 1: Plt4m	**Length:** 2-3 Weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** muscular endurance, muscular strength, cardiovascular endurance, FITNESSGRAM, flexibility, push-ups, sit-ups, PACER, shoulder stretch, short term goal, long term goal, mile, heart rate, target heart rate zone, max heart rate
Lesson Frame: Introduction to Fitness Apps	We will: examine and analyze data through certain fitness apps.
	I will: research personal fitness apps that would work towards personal goal progression.
Lesson Frame: Goal Writing	We will: learn the difference between short-term and long-term goals.
	I will: write a short term and long term goal to fit my personal fitness plan.
Performance Tasks: Skills rubrics, serving checklist, student demonstrations, exit tickets	Notes:

Unit Name: Fitness Testing	**Length:** 15 days
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will be able to monitor fitness progression throughout the year.
Essential Questions: What are the five fitness components? What are the four standard FITNESSGRAM tests students in Manawa are tested on? Why is it important to stay in target heart rate zone? Which fitness component aligns with the FITNESSGRAM test? Why is it important to set short & long term goals?	**Learning Targets:** Students will learn the five fitness components as well as increase in flexibility, muscular strength, muscular endurance, and cardiovascular endurance.
Topic 1: **PACER**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to properly set up cones 20 meters apart.
	I will: follow directions and pay attention to the beep before leaving the start line.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper endurance and running techniques to increase cardiovascular endurance.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of pacing and increasing cardiovascular endurance.
Performance Tasks: Partner FITNESSGRAM PACER checklist	Notes:
Topic 2: **Muscular Strength/Muscular Endurance**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate

Lesson Frame: Equipment management	We will: learn to set up exercise mats and understand the reason behind the blue strips.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups.
	I will: demonstrate proper sit-up technique as well as 90 degree push-up technique. I will also demonstrate honesty and integrity when it comes to keeping track of my partner's scores.
Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist	Notes:
Topic 3: **Flexibility**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility.
	I will: follow directions and pay attention to how to properly perform the shoulder stretch for both the right and left side.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch.
	I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.
Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)	Notes:

Unit Name: **Cardiovascular Endurance**	**Length:** Ongoing
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	**Outcomes:** Students will perform a variety of cardiovascular endurance activities throughout the class whether it is part of their warm-up, their personal fitness goals, the central lesson of the day, or an incentive during Wellness Wednesdays.
Essential Questions: Why is cardiovascular endurance important? Why is staying in your target heart rate zone important? What does cardio mean? What does endurance mean? How does cardiovascular endurance help lower your resting heart rate?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense. Students will increase cardiovascular endurance and resting heart rate throughout the class by participating in weekly runs. By increasing cardiovascular endurance, this will affect student's overall health by lowering their chances of high blood pressure, Type II Diabetes, and other health concern.
Topic 1: **Trail Runs**	**Length:** Ongoing
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** Personal property, stranger danger, mile, cardiovascular endurance
Lesson Frame: The Loop	We will: learn how to properly conduct ourselves in the community when out on our runs.
	I will: follow directions and pay attention to where the trail starts and where it ends.
Lesson Frame: The MES Woods	We will: learn the importance of staying on the trail and not veering off.
	I will: demonstrate a respect for nature and build a respectful relationship with my peers during our runs.
Lesson Frame: Lindsay Park Trail	We will: demonstrate proper school etiquette while running downtown.
	I will: demonstrate safety while running downtown; obeying crosswalks, stop signs, and traffic.
Performance Tasks: target heart rates, resting heart rates, trail times	Notes:

Topic 2: **Field Dodgeball**	**Length:** Wellness Wednesdays
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, out, inning, offense, defense, bases, out, foul ball, boundaries, foul territory, spatial awareness
Lesson Frame: Equipment management	We will: learn to properly set up the cones and bases for each game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 3: **Empire Mania**	**Length:** Wellness Wednesdays
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching
Lesson Frame: Equipment management	We will: learn to properly set up the cones and pinnies for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 4: **Netball**	**Length:** Wellness Wednesdays
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, goalie, exercises, boundaries, double block rule

Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, exercise equipment, and goals for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations.	Notes:
Topic 5: **Roadkill**	**Length:** Wellness Wednesdays
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, fleeing, boundaries, new life, catching, teamwork, 5-second rule
Lesson Frame: Equipment management	We will: learn to properly line up in this game; cars versus animals.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, hitting a moving target assessment, gameplay assessments, spatial awareness, and student demonstrations.	Notes:
Topic 6: **SUPER KICKBALL**	**Length:** Wellness Wednesdays
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up, scoreboard, strategic play, bunting, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.

Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.	Notes:
Topic 7: **ULTIMATE KICKBALL**	**Length:** Wellness Wednesdays
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up, scoreboard, strategic play, bunting, kick placement, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.	Notes:

Course Name:	Team Sports	**NASPE Standards:** NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.		
Credits:	0.5		
Prerequisites:	Junior or Senior standing		
Description:	Students will be able to demonstrate proper techniques and forms, as well as build on teamwork, problem solving, and strategic game play throughout the school year. **NOTE** Students are coming into this course with the knowledge and skills needed to perform competitively. Team sports class is designed for students who enjoy high energy activities and can work with others on teams of different sizes. Students will be presented with the rules and regulations of each sport and practice the skills to be successful at each sport. This course changes depending on the semester. Students are able to take the course for 1 full credit if they so choose.		
Academic Standards:	NASPE Standards		
Units:	**Unit Length:**	**Unit Standards:**	**Unit Outcomes:**
Team Sports	16 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to work on skill progression, build social interactions within a team setting, and develop cognitive as well as psychomotor skills during game-like situations.
Individual Sports	3 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Kickball	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Dodging, Chasing, Fleeing	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Invasion Games	2 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Fitness Testing	15 days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to monitor fitness progression throughout the year.

Unit: **Team Sports**	**Length:** 16 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: VOLLEYBALL-What is the most common error when it comes to bumping the volleyball? Why is the toss the most important part of the overhand serve? Why is it important to stay low with hands on top of one another rather than interlocked when playing offense and defense? What it the point of a free ball? What purpose does the 10-foot line serve? BASKETBALL-What are the five basic tips when dribbling a basketball? What does BEEF stand for in the shooting method? SOCCER-What's the difference between a direct and indirect kick? What does offsides mean in soccer? What are the different traps used in soccer? What dribbling tips are beneficial for game play situations? FLAG FOOTBALL- Why are passing routes so important? What are the different positions in football and what does each position's job? What does offsides/pass interference mean in football? BASEBALL/SOFTBALL-What does tagging up mean? Where is there always a force out, why? What is the difference between a strike and a ball? TSEG BALL-What is the difference between a foul and a turnover? How do you turnover the ball? What are the goalies allowed to do compared to the throwers? SPEEDBALL-What are the four sports played during speedball? What are the four different ways to score and how many points are they worth? What are the defensive rules? How long can you hold onto the ball? What is the goalie allowed to do? ULTIMATE FRISBEE-What is the playing area called? Where are the endzones? How many points is a touchdown? How long can you hold onto the Frisbee? What does a player HAVE to do after a dead Frisbee? What defensive and offensive strategies used for player succession? TCHOUKBALL- What are the four rules of three? What are the boundaries? What does a player HAVE to do after a dead Tchoukball? What are the different ways to score? How many points are awarded when a team scores? ECLIPSE BALL-Explain a "play-it" situation. How many bounces can the ball bounce on each side? What line do you serve from? Point values for different situations?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching any type of ball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, passing, dribbling, shooting, and serving depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense. Students: - Participate willingly in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle - Recognize the value of all individuals involved in the activity - Compare health and fitness benefits derived from various physical activities - Demonstrate responsible decisions about using time, and applying rules - Describe the correlation that being physically active leads to a higher quality of life.
Topic 1: **Volleyball**	Length: 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** bump, set, spike, serve, 10-foot line, kill, tip, drive, block, ace, line violations, net violations, lift, carry
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down volleyball nets.

	I will: follow directions and pay attention to how to properly set-up/take down volleyball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for bumping, setting, spiking, blocking, serve-receive formation, serving.
	I will: demonstrate proper formation when it comes to serving, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: Blob, Raising the Titanic, One Team Volleyball, Plus One Volleyball, Race to Be the Best, and King/Queen of the Court.
	I will: demonstrate proper passing form, serving form, spiking form, and blocking form. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 2: **Basketball**	**Length:** 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** chest pass, bounce pass, over the head pass, dribble, lay-up, jump shot, free throw, travel, double dribble, foul, lane violation, 3-second violation, turnover, carry, technical
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress.
	I will: demonstrate proper form when it comes to dribbling, passing, and shooting as well as proper defensive formation.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of turnovers and fouls, and proper technique for layups, and free throws.
	I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribbling relays, dribble knockout, hot-spot-shoot-out, lay-up relays, monkey in the middle, tip 21, sideline basketball, 7-up, lightning, and 5v5v5.
	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.

Performance Tasks: Skills rubrics, BEEF method shooting checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 3: **Soccer**	**Length:** 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dribble, foot trap, chest trap, heading, offsides, sliding, red card, yellow card, penalty kick, kick-off, goalie kick, corner kick, throw-in, drop ball, direct/indirect kicks
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress.
	I will: demonstrate proper form when it comes to dribbling, passing, and shooting.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for trapping, heading, throw-ins, corner kicks, direct/indirect kicks, as well as demonstrate proper understanding of offsides.
	I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribble relays, dribble knockout, 4-team soccer, foosball soccer, 4-corners, sideline soccer, and head or catch.
	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY!	Notes:
Topic 4: **Flag Football**	**Length:** 2 weeks depending on weather
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** positions, routes, tackle, touchdown, field goal, 2-point conversion, offsides, line of scrimmage, goal line, pass interference
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when catching the ball, as well as proper throwing formation (spiral), and ball placement.
	I will: demonstrate proper form when it comes to throwing a football, catching a football, kicking a football, and snapping a football.

Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field boundaries, positions, offsides, line of scrimmage, pass interference, as well as demonstrating effective teamwork and communication.
	I will: demonstrate proper formation when it comes to throwing, catching, and kicking a football, offense/defense play as well as demonstrate understanding of penalties during game play.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: football bingo, football 21, ultimate football, and create your own playbook.
	I will: demonstrate proper hand-eye coordination when it comes to throwing and catching, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, playbook routes, spiral checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 5: **Baseball/Softball**	**Length:** 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** positions, ball, strike, walk, running bases, pop-fly, steal, slide, foul ball, leading off, tagging up, infield fly, force out
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, swinging a bat, running the bases, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, fielding, catching, hitting, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field dimensions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground balls, catching pop-flys, hand-eye coordination when swinging the bat, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: all ball, wiffle ball, Cal Ripken Quick Ball, and rag ball.
	I will: demonstrate proper catching and throwing technique, hitting form, fielding ground balls, catching pop flys, calling the ball, and proper base running technique as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.

Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 6: **TSEG BALL**	**Length:** 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** goalie, thrower, foul, turnover, back throw, travel, 3-second call
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, teamwork and communication, tracking, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, catching,spatial awareness, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of court dimensions, goalie box, offense vs defense, goalie vs thrower, and turnover vs foul.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, tracking a moving object, spatial awareness, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: 3-Team Tseg Ball, Goalie Tseg Ball, No Goalie Tseg Ball, 3-Point Tseg Ball.
	I will: demonstrate proper catching and throwing technique, defensive stance, hand-eye coordination,as well as teamwork and communication. I will also demonstrate proper understanding of the lead-up games.
Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 7: **SPEEDBALL**	**Length:** 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** football, soccer, handball, basketball, goalie box, 5-second rule, dribbling, passing, travel
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, shooting a basketball, dribbling a soccer ball with your feet, throwing ball at target, passing a ball to a teammate.
	I will: demonstrate proper technique when throwing to a target, fielding, catching, dribbling with my feet, passing, shooting, and running.

Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of sourt dimensions, 5-second count, goalie box boundaries, over the head throw in, point values for the four different ways to score.
	I will: demonstrate proper formation when it comes to continuous movement, throwing to a target, catching with two hands, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games associated with the soccer unit.
	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY!	Notes:
Topic 8: **ULTIMATE FRISBEE**	**Length:** 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pitch, 5-second count, endzone, touchdown
Lesson Frame: Introductory Skills	We will: learn and understand court layout, safety, as well as proper throwing form of Frisbee.
	I will: follow directions and demonstrate proper throwing and catching technique as well as demonstrate understanding of fouls vs turnovers.
Lesson Frame: Rules/Boundaries of game	We will: demonstrate the 5-second count properly, throwing techniques, effective communication, and safety.
	I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper etiquette when it comes to self refereeing.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the proper throws associated with disc golf and ultimate frisbee.
	I will: demonstrate proper formation of the forehand, backhand, and hammer throw.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 9: **TCHOUKBALL**	**Length:** 2 weeks

Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** Tchoukball, travelling, holding, 3-seconds, deadzone, tchoukball net, line violation
Lesson Frame: Introductory Skills	We will: learn and understand court layout, safety, as well as proper throwing form of Tchoukball at net.
	I will: follow directions and demonstrate proper throwing and catching technique as well as demonstrate understanding of the four rules of three and the different ways to score.
Lesson Frame: Rules/Boundaries of game	We will: demonstrate the 3-second count properly, throwing techniques, effective communication, and safety.
	I will: demonstrate proper throwing form when shooting at the frame. I will demonstrate proper communication with my teammates when catching the tchoukball off of the frame.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the proper way to bring the ball back into play during a game of Sumo Slam.
	I will: demonstrate proper communication, teamwork, and safety during Sumo Slam.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 10 : **Eclipse Ball**	**Length:** 2 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** "Play-it", double bounce, underhand serve, no boundaries, forehand, backhand, block
Lesson Frame: Introductory Skills	We will: learn and understand court layout, racket safety, boundaries, and "play-it" situations.
	I will: follow directions and demonstrate swinging techniques, blocking techniques, as well as communicate with my teammates.
Lesson Frame: Rules/Boundaries of game	We will: demonstrate the "play-it" rule effectively, double bounce rule, an effective underhand serve, and safety at all times while swinging the rackets.
	I will: demonstrate understanding of the "play-it" rule as well as the number of bounces per side per volley. I will also demonstrate proper etiquette when it comes to self refereeing.
Lesson Frame: Lead-Up Games	We will: demonstrate proper teamwork and communication during King and Queens of the Court and relay races.
	I will: demonstrate proper formation of the forehand, backhand swings as well as the underhand serve and proper blocking.

Team Sports

Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:

Unit Name: **Individual Sports**	**Length:** 3 Weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: DISC GOLF-What are the different types of throws and when would you use them? How do you keep score in disc golf? What is the proper etiquette when it comes to throwing in a group? PICKLEBALL-What is the difference between a wiffle ball and pickleball? What are the four different shots in pickleball? What does the double bounce rule state? How do you keep score in a game of singles? Doubles? YARD GAMES-What is the scoring process for Bean Bag Toss? What is the scoring process for Ladder Toss? What is the scoring process for Spikeball? How many hits are allowed in Spikeball? How do you cancel points in Ladder Toss and Bean Bag Toss?	**Learning Targets:** Students will increase hand-eye coordination. Students will be able to demonstrate teamwork and effective communication. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique specific to each individualized sport. Students will demonstrate proper understanding of strategic play when it comes to specific placement of disc, bowling ball, or birdie.
Topic 1: **Disc Golf**	**Length:** 1 week
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** putter, mid-range, long range, backhand, forehand, hammer throw, safety, how to keep score, order of throws
Lesson Frame: Equipment management	We will: learn and understand course layout, safety, as well as proper throwing form at targets.
	I will: follow directions and pay attention when walking to each hole as well as be aware of my surroundings for distractions of any kind; traffic, weather, MES students, wooded area.
Lesson Frame: Rules/Boundaries of game	We will: learn the difference between a Frisbee and a disc as well as be able to demonstrate the different types of throws.
	I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper course etiquette when it comes to staying on school grounds and crossing the street.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: ready, set, fire and hole in one.
	I will: demonstrate proper disc golf etiquette as well as demonstrate understanding on how to keep score for disc golf. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Student score cards	Notes:
Topic 3: **Pickleball**	**Length:** 2 Weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** smash, dink, backhand, forehand, pickleball, line violations, net violations, out of boundaries, hits per side, double bounce rule
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down pickleball nets.
	I will: follow directions and pay attention to how to properly set-up/take down pickleball nets.

Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for forehand, backhand, dink, smash, serve-receive formation, and serving.
	I will: demonstrate proper formation when it comes to serving, offense/defense play as well as demonstrate understanding of court boundaries, violations, and the double bounce rule.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: relay races, king/queen of the court, reaction time, tournament play
	I will: demonstrate proper serving form, spiking form, and the different pickleball shots. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Serving rubric, authentic game play rubric, peer checklist	Notes:
Topic 4: **Yard Games**	**Length:** 2 Weeks (extra-if necessary)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** Spike Ball, Bean Bag Toss, Washer Toss, Goofy Golf
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down all yard games.
	I will: follow directions and pay attention to how to properly set-up/take down all yard games
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper throwing technique for bean bags and ball toss as well as proper hitting in Spikeball.
	I will: demonstrate proper formation when it comes to tossing the bean bags and ball strings, offense/defense play during Spikeball as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Tournament play!	Notes:

Unit: **Kickball**	**Length:** 10 Days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: KICKBALL-What does tagging up mean? Where is there always a force out, why? What are the different positions played? MATBALL-How do you score runs? Where does the offensive team play? What are the different ways to get an out? What do you do when you are out? LONG BALL-How do you score runs? How many bases are there? What happens when you take both feet off of the base while running? Why is it important to have good communication with your team while you are on defense? What are the different strategies used to win at this game? SUPER KICKBALL-How do you score runs in this game? How do you get out in this game? Why is it important to get the ball to your pitcher? ULTIMATE KICKBALL-How do you run the bases on offense in this game? How do you score runs in this game; are points good or bad? How do you get points added to your team's score? How do you play defense?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching the kickball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, and running depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **KICKBALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up, bunt, sacrifice fly, tag up
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games.
	I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop-flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 2: **MATBALL**	**Length:** 2 days

Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, leading off, force out, foul ball, tagging up, bunt, sacrifice fly, tagging up
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 3: **LONG BALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, lead off, force out, foul ball, tagg up, bunt, sacrifice fly
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 4: **SUPER KICKBALL**	**Length:** 2 days

Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, lead off, force out, foul ball, tagg up, bunt
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 5: **ULTIMATE KICKBALL**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** pop-fly, steal, slide, lead off, force out, foul ball, tagg up, bunt
Lesson Frame: Equipment management	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, kicking the ball, running the bases, and proper understanding of offense/defense.
	I will: demonstrate proper technique in throwing to a target, fielding, catching, kicking, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.
	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flys, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.

Unit Name: **Dodging, Chasing, Fleeing**	**Length:** 10 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **TRENCH BALL, DODGEBALL, BERLIN DODGEBALL, ULTIMATE DODGEBALL, DOCTOR, DOCTOR**	**Length:** 5 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, trench, doctor
Lesson Frame: Equipment management	We will: learn to properly set up for each dodgeball game as each setup is different.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:
Topic 2: **Field Dodgeball/Wolf Ball**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, out, inning, offense, defense, bases, out, Wolf ball, foul ball, boundaries, foul territory, spatial awareness
Lesson Frame: Equipment management	We will: learn to properly set up the cones and bases for each game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.

Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 3: **Empire Mania**	**Length:** 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching
Lesson Frame: Equipment management	We will: learn to properly set up the cones and pinnies for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:
Topic 4: **Netball**	**Length:** 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, goalie, exercises, boundaries, double block rule
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, exercise equipment, and goals for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.

Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)	Notes:
Topic 5: **Roadkill**	**Length:** 1 day
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, fleeing, boundaries, new life, catching, teamwork, 5-second rule
Lesson Frame: Equipment management	We will: learn to properly line up in this game; cars versus animals.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, hitting a moving target assessment, gameplay assessments, spatial awareness, and student demonstrations. (Tournament Play)	Notes:

Unit Name: **Invasion Games/Tournament Play**	**Length:** 10 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Outcomes:** Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: YOSHI: How do you win? Boundaries? How do you get back into the game? What happens when you hear, "Yoshi!" What is the purpose of dodging, chasing, and fleeing? What equipment is needed? PIRATE BALL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game? What is the object of the game? CAPTURE THE FLAG/STEAL THE BALL: Equipment needed? Boundaries? How do you get captured? How do you get out of jail? Why is it important to communicate with your teammates? Inside/outside game? How do you win? WARZONE: How do you set up for the game? What other games are combined into this game? Safety precautions? What is the object of the game?	**Learning Targets:** Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: **YOSHI**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, yoshi, juke, communication
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats and correctly put on our flags.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules, as well as know the different boundary lines, and different strategies in each game, as well as understand the course of direction needed to go when Yoshi is called.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, dodging, chasing, and fleeing checklist, authentic assessment, game play assessments, and student demonstration on proper safety technique associated with flag pulling and offense/defense. (Tournament Play)	Notes:
Topic 2: **Pirate Ball**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** jail, juke, communication, safe zone, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, hula hoops, cones, and four different types of balls used to play that day (ie: soccer, basketball, dodgeball, volleyball).

	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the safety zones, spatial awareness, and safety concerns when dodging, chasing, and fleeing in this game.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, authentic assessment, and game play assessments. (Tournament Play)	Notes:
Topic 3: **Capture the Flag/Steal the Ball**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** jail, safe zones, communication, boundaries, flag guarding, stiff arm, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the cones, hula hoops, jail zone, and pinnies for this game.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate understanding of the difference between Capture the Flag and Steal the Ball as well as understanding key terminology; safe zones, jail, spatial awareness and safety. Safety is no accident.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, defensive safety assessment, authentic assessment, game play assessments (Tournament Play)	Notes:
Topic 4: **Warzone**	**Length:** 2 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** yoshi, netball, dodgeball, capture the flag, communication, strategy, offense, defense, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, chairs, volleyball cart, basketball cart, tchoukball nets, football flags, and hula hoops.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the importance of offensive/defensive strategy as well as the importance of communication throughout each round.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.

Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)	Notes:

Unit Name: **Fitness Testing**	**Length:** 15 days
Standards: NASPE Standards 1, 2, 3, 4, 5	**Outcomes:** Students will be able to monitor fitness progression throughout the year.
Essential Questions: What are the five fitness components? What are the four standard FITNESSGRAM tests students in Manawa are tested on? Why is it important to stay in target heart rate zone? Which fitness component aligns with the FITNESSGRAM test? Why is it important to set short & long term goals?	**Learning Targets:** Students will learn the five fitness components as well as increase in flexibility, muscular strength, muscular endurance, and cardiovascular endurance.
Topic 1: **PACER**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to properly set up cones 20 meters apart.
	I will: follow directions and pay attention to the beep before leaving the start line.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper endurance and running techniques to increase cardiovascular endurance.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of pacing and increasing cardiovascular endurance.
Performance Tasks: Partner FITNESSGRAM PACER checklist	Notes:
Topic 2: **Muscular Strength/Muscular Endurance**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to set up exercise mats and understand the reason behind the blue strips.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups.
	I will: demonstrate proper sit-up technique as well as 90 degree push-up technique. I will also demonstrate honesty and integrity when it comes to keeping track of my partner's scores.

Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist	Notes:
Topic 3: **Flexibility**	**Length:** 3 times a year (fall, winter, spring)
Standards: NASPE Standards 1, 2, 3, 4, 5	**Academic Vocabulary:** cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility.
	I will: follow directions and pay attention to how to properly perform the shoulder stretch for both the right and left side.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch.
	I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.
Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)	Notes:

Course Name:	Robotics
Credits:	1
Prerequisites:	Engineering
Description:	Students will walk through the design and build of a mobile robot. During this process, they will learn key STEM principles and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom, applying skills of technological design and analysis to robotic structures with varied task-oriented goals presented.
Academic Standards:	**WI COMMON CAREER TECHNICAL STANDARDS (WCCTS)** Content Area: 4C/Creativity, Critical Thinking, Communication and Collaboration: 4C1 Content Area: CD/Career Development: CD1 **WI STANDARDS FOR TECHNOLOGY AND ENGINEERING (TE)** Content Area: BB/Broad-based: BB1 Content Area: EL/Electronics: EL6 Content Area: ENG/Engineering: ENG1, ENG3, ENG4, ENG5

Units:	**Unit Length:**	**Unit Standards:**	**Unit Outcomes:**
Intro to Engineering	10 days	ENG1.a ENG3.b ENG4.b CD1	Students will learn about what engineering is and what engineers do. The concepts of classical mechanics, design and iteration will be defined and worked through.
Intro to Robotics	11 days	ENG3.a ENG5.a	Students will learn about how the field of robotics operates and how robots work. Students will learn about the role of robots in society and how they are used in all aspects of STEM education.
Intro to VEXnet	9 days	ENG5.b EL6	Students will learn what the core components of the VEX control system are - the Cortex Microcontroller, VEXnet Joystick and VEXnet Wireless link. They will also learn how they each function.
3D Modeling with Autodesk Inventor	20 days	ENG4.b	Students will get an introduction to Autodesk Inventor. They will get an overview of the different ways engineers use Autodesk Inventor and then learn specific ways they can use Inventor to help design and build VEX robots.

THE GAME!	14 days	ENG4.b CD1.b CD1.c	Students will learn the rules of the game, which will be necessary to design robots. The students will be able to analyze potential game strategies. Students will learn the effects of applying a cost benefit analysis to the design process.
Object Manipulation	8 days	ENG4.b BB1.c	Students will learn about the different types and categories of robot manipulators. Students will be presented with robot manipulators from the real world and shown the basic principles behind their operation. Students will then create their own object manipulator for use on their competition robot.
Speed, Power, Torque, & DC Motors	10 days	ENG5.b BB1.c	Students will learn about the physical principles of speed, power, and torque. Students will learn about DC motors and how these principles apply to them. Students will apply these concepts on a sample mechanical system to calculate key details of the design.
Mechanical Power Transmission	10 days	ENG4.b ENG5.b BB1.c BB1.f	Students will learn about the different types of mechanical power transmission. Topics include various gear types, and how to calculate gear ratios. These principles will then be applied to the types of motor - arm systems seen on competition robots.
Drivetrain Design	8 days	BB1.c BB1.f	Students will learn about the physical principles of friction and traction through the exploration of robot drivetrain design.
Lifting Mechanisms	11 days	ENG4.b ENG5.b BB1.c BB1.f	Students will learn about the different types of lifting mechanisms and how they work. Engineering topics will include degrees of freedom, shock load, joint loading, joint speed, elevators, linkages, and passive assistance.
Systems Integration	7 days	BB1.a ENG4.b	Students will learn about the techniques that are used in engineering that allow for the successful integration of systems into a cohesive finished product. Students will learn how integration is an integral part of the initial design process.
Testing, Iteration, and Continuous Improvement	12 days	CD1d ENG4.b ENG4.c	Students will learn how important testing, iteration and continuous improvement are in the design process. The students will learn how to develop their final design.

Unit Name: **Intro to Engineering**	**Length:** 10 days
Standards: CD1.d.4.m: Apply decision-making strategies to personal and team interactions. ENG1.a.10.h: Identify key elements of the design process: define a problem, identify criteria, generate solutions, create a prototype, test and evaluate, refine, and communicate the results. ENG3.a.7.h: Research and development is a specific problem-solving approach that is used intensively in business and industry to prepare devices and systems for the marketplace. ENG4.b.5.h: Develop and produce a product or system using a design process.	**Outcomes:** This unit will teach students the answer to the question “What IS engineering?” Students will learn what engineers do, what different types of engineers there are, and what tools they use. This unit will get students started on their engineering notebook which they will use throughout the semester to document their progress.
Essential Questions: 1. What does an engineer do? 2. What is something that you have used today that was designed by an engineer? 3. Why is classical mechanics such an important part of engineering? 4. How does having constraints placed on a design change the engineering process? 5. Why is making a prototype so important in the design process? 6. What have you learned from the iterative process?	**Learning Targets:** 1. Students will be able to demonstrate how classical mechanics is used in the engineering process. 2. Students will be able to correctly produce entries into their engineering notebook. 3. Students will be able to produce a prototype of their design.
Topic 1: **What is Engineering?**	**Length:** 1 day
Standard(s): **ENG3.a.7.h: Research and development is a specific problem-solving approach that is used intensively in business and industry to prepare devices and systems for the marketplace.**	**Academic Vocabulary:** Engineering, Methodical, Classical Mechanics, Structural Design, Manufacturing, Design, Innovation
Lesson Frame: What is our world is engineered?	We will: brainstorm a definition for engineering, based on what we know.
	I will: identify what around me has been engineered.
Lesson Frame: Disciplines of Engineering	We will: list types of engineers.
	I will: explore the role of various types of engineers.
Performance Tasks: Students compare lists of engineered engineered products in small groups	Notes: Lesson: https://manawatech.com/courses/mod/page/view.php?id=122
Topic 2: **Engineering Design Teams**	**Length:** 1 day

Standard(s): CD1.d.4.m: Apply decision-making strategies to personal and team interactions.	**Academic Vocabulary:** N/A
Lesson Frame: The Design Team	We will: explore the different engineering tasks necessary to complete a project.
	I will: brainstorm a list of engineers identified in lesson one that would be involved in designing a car.
Lesson Frame: Roles	We will: identify characteristics of helpful work partners.
	I will: list characteristics necessary to be a productive member of a design team.
Performance Tasks: Answer "seed question": What does an engineer do?	Notes: Lesson: https://manawatech.com/courses/mod/page/view.php?id=484
Topic 3: **What is the Engineering Design Process?**	**Length:** 6 days
Standard(s): ENG1.a.10.h: Identify key elements of the design process: define a problem, identify criteria, generate solutions, create a prototype, test and evaluate, refine, and communicate the results.	**Academic Vocabulary:** Methodical, Classical Mechanics, Quantitative, Specifications, Ideate, Prototype, CAD Models, Assembly Drawings, Manufacturing Plans, Bill of Materials
Lesson Frame: Steps 1-3 of the Design Process: Understand, Explore, Define	We will: perform the task of identifying a problem to solve as an engineer.
	I will: identify faulty thinking in bids proposed to solve elevator problem (reading).
Lesson Frame: Steps 4-5 of the Design Process: Ideate, Prototype	We will: apply "specification ranking" to ideation and prototyping.
	I will: apply "Wish," "Preferred," or "Demand" to given project specifications.
Lesson Frame: Steps 6-8 of the Design Process: Choose, Refine, Present	We will: apply the use of "weighted objectives tables" to the decision making process
	I will: create a WOT table to apply weights for drivetrain, gripper, and lift comparison.
Lesson Frame: Steps 9-11 of the Design Process: Implement, Test, Iterate	We will: identify steps involved in the implementation and testing of a solution.
	I will: share group solutions determined best fit for the given scenario, and redefine from feedback.
Performance Tasks: Create a prototype, an iteration of the design, and document progress of a specified design challenge.	Notes: Lesson: https://manawatech.com/courses/mod/page/view.php?id=485
Topic 4: **Design Documentation**	**Length:** 1 day

Standard(s): ENG1.a.10.h: Identify key elements of the design process: define a problem, identify criteria, generate solutions, create a prototype, test and evaluate, refine, and communicate the results.	**Academic Vocabulary:** Maintenance Guide, User Manuals, Design Presentations, Proposals, Design Review
Lesson Frame: Engineering Notebooks	We will: identify, use, and organization of an engineer's notebook.
	I will: set up my engineering notebook to include an organized method of notetaking and design documentation.
Lesson Frame: Engineering Tools	We will: list common tools of all engineers.
	I will: record in my engineering notebook a list of tools necessary to complete the design process as an engineer.
Performance Tasks: Prepare Engineering Notebook for documentation/record-keeping.	Notes: Lesson: https://manawatech.com/courses/mod/page/view.php?id=486

Topic 5: **Design Challenge**	**Length:** 1 day
Standard(s): ENG4.b.5.h: Develop and produce a product or system using a design process.	**Academic Vocabulary:** Design Presentations, Proposals, Design Review
Lesson Frame: Engineer Freestanding Tower	We will: recognize that all steps in the design process are not always applicable or appropriate
	I will: create a freestanding tower in 30 minutes, applying appropriate steps in the process.
Performance Tasks: Using nothing but ten letter size sheets of paper, construct a freestanding tower as tall as possible, in 30 minutes.	Notes: Lesson: https://manawatech.com/courses/mod/page/view.php?id=487

Unit Name: Intro to Robotics	**Length:** 11 days
Standards: ENG3.a.7.h: Research and development is a specific problem solving approach that is used intensively in business and industry to prepare devices and systems for the marketplace. ENG5.a.5.m: Demonstrate and use tools, materials, and machines safely to create, diagnose, adjust, and repair systems.	**Outcomes:** In this unit students will learn about robotics in our world, and how ALL the different aspects of STEM are all used in the field of robotics. This unit will also provide an introduction to VEX EDR; students will get an overview of the different subsystems within the VEX system and how they interact together. Students will then put this knowledge into practice as they follow step-by-step directions to build their first robot.
Essential Questions: 1. How do robots benefit society? 2. Explain how the different subsystems work together. 3. How does the installation of sensors improve the functioning of the robot?	**Learning Targets:** 1. Students will be able to discuss how robots are used today in industry, research and in education. 2. Students will be able to explain what the different basic components of a robot are and how they perform their function. 3. Students will be able to assemble the VEX Clawbot using the directions provided.

Topic 1: **What is Robotics?**	**Length:** 2 days
Standard(s): ENG3.a.7.h: Research and development is a specific problem-solving approach that is used intensively in business and industry to prepare devices and systems for the marketplace	**Academic Vocabulary:** Robot, Robotics, Subsystem, Manipulators, Control System, Sensors
Lesson Frame: History of Robotics	We will: define Robotics and identify the basic components of a robot.
	I will: list and define components of a robot.
Lesson Frame: Robots and Society	We will: view a visual representation of robots in use in various environments.
	I will: list the types of tasks robots perform in different environments
Performance Tasks: Students will identify how robots are used today in industry, research and in education.	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=168

Topic 2: **VEX Robotics Design System**	**Length:** 2 days
Standard(s): ENG3.a.7.h: Research and development is a specific problem solving approach that is used intensively in business and industry to prepare devices and systems for the marketplace.	**Academic Vocabulary:** The six subsystems: structure, motion, power, sensors, logic, control
Lesson Frame: Structure Subsystems	We will: identify the components within the six subsystems of the robot.
	I will: match pictures of robotic component to the subsystem in which it belongs.
Performance Tasks: Students will explain what the different basic components of a robot are and how they perform their function.	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=170

Topic 3: **Building the VEX Clawbot**	**Length:** 7 days
Standard(s): ENG5.a.5.m: Demonstrate and use tools, materials, and machines safely to create, diagnose, adjust, and repair systems. BB1.c.4.h: Build, test and troubleshoot simple linear, rotary, and compound mechanisms.	**Academic Vocabulary:** Autonomous, Drivetrain, Actuators, Servo, Ultrasonic Range Finder, Gyroscope, Light Sensor, Optical Encoders
Lesson Frame: Mechanical Build of Structure	We will: build the VEX Clawbot using the Clawbot Build Guide
	I will: demonstrate my ability to follow step-by-step instructions while building the Clawbot
Performance Tasks: Students will assemble the VEX Clawbot following the instructions, "Clawbot Build Guide".	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=171 Assembly Instructions: http://content.vexrobotics.com/docs/276-2600-Claw-Assembly.pdf (Stop at step #27)

Unit Name: **Introduction to VEXnet**	**Length:** 9 days
Standards: ENG5.b.8.h: Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate. EL6.a.5.h: Program a microcontroller to maneuver a robot. EL6.a.3.h: Program and test an autonomous robot.	**Outcomes:** In this unit students will learn about the core components of the VEX control system - the VEX ARM® Cortex®-based Microcontroller, VEXnet Joystick and VEXnet Wireless link. Students will then get the opportunity to use their previously built robots to compete in a head-to-head challenge against their classmates.
Essential Questions: 1. Explain how the microprocessor functions. 2. Explain how the VEXnet works. 3. Explain how you were able to use the joysticks in conjunction with the VEXnet system to pick up and score the bottles or cans in your classroom challenge. 4. Explain how you can improve you score in the classroom challenge using the control system of the robot.	**Learning Targets:** 1. Students will be able to explain what the specific components that make up the VEXnet System can do and how they are used to control the robot. 2. Students will be able to set up their microcontroller to function in both autonomous and drive controlled modes. 3. Students will be able to correctly produce entries into their engineering notebook. 4. Students will be able to use the VEXnet system to successfully control their robot in a classroom challenge.

Topic 1: **VEX ARM Cortex-based Microcontroller**	**Length:** 2 days
Standard(s): ENG5.b.8.h: Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate. EL6.a.5.h: Program a microcontroller to maneuver a robot	**Academic Vocabulary:** RobotC, Bi-directional communication, Debugging, Interface, Downloading
Lesson Frame: The Microcontroller	We will: identify the ports of the microcontroller as input/output and analog or digital
	I will: label the parts of the microcontroller as input/output and analog/digital
Lesson Frame: Default Code	We will: prepare the microcontroller with the default code
	I will: download the default program from the computer to the microcontroller
Performance Tasks: Students will explain what the specific components of the VEXnet System can do and how they are used to control the robot.	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=178

Topic 2: **VEXnet Joystick**	**Length:** 2 days

Standard(s): ENG5.b.8.h: Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate.	**Academic Vocabulary:** Jumpers
Lesson Frame: The VEX Joystick	We will: identify the ports and controls on the VEX joystick
	I will: label a graphic of the joystick controls with appropriate assignments
Lesson Frame: Assigning Controls	We will: understand the mapping procedure of the joystick controls
	I will: map the controls of the joystick to the appropriate output motors
Performance Tasks: Following step-by-step instructions, students will set up their microcontroller and joystick to function in a wired drive-controlled environment.	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=179

Topic 3: **VEXnet Wireless Link**	**Length:** 1 day
Standard(s): ENG5.b.8.h: Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate.	**Academic Vocabulary:** VEXnet Keys
Lesson Frame: Pairing the Joystick and Microcontroller	We will: learn the procedure for pairing the joystick to the microcontroller
	I will: pair the joystick to the microcontroller using RobotC and the USB A-to_A cable
Lesson Frame: Wireless Keys	We will: learn the method for pairing the joystick and microcontroller for wireless control
	I will: pair the joystick to the microcontroller wirelessly using the VEXnet keys
Performance Tasks: Following step-by-step instructions, students will pair a wireless connection between the joystick and microcontroller using VEXnet keys and RobotC.	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=183

Topic 4: **Wiring and Configuring a VEX Robot**	**Length:** 2 days
Standard(s): EL6.a.3.h: Program and test an autonomous robot.	**Academic Vocabulary:** Motor Port
Lesson Frame: Physical Configuration	We will: follow guided instructions for wiring a robots motors
	I will: wire the Clawbot as diagrammed in the handout.

Lesson Frame: Port Configuration in RobotC Software	We will: match the port configuration to the correct interface in RobotC
	I will: set up the port configuration in RobotC and download the new code to the microcontroller
Performance Tasks: Students will set up their microcontroller, joystick, and Clawbot to function remotely with joystick controls.	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=181 (Wiring instructions begin at step #27 of the Clawbot packet received in Unit 2.)

Topic 5: **The Can Cleanup Challenge**	**Length:** 2 days
Standard(s): EL6.a.3.h: Program and test an autonomous robot.	**Academic Vocabulary:** N/A
Lesson Frame: Practice with Controls	We will: practice using the joystick to control the robot
	I will: control the Clawbot using wireless joystick controls
Lesson Frame: Challenge (Game)	We will: exercise our new skills controlling the robot in a competitive environment.
	I will: practice my skills by competing in the Can Cleanup Challenge
Performance Tasks: Students will use the VEXnet system to successfully control their robot in a classroom challenge Identified in the "Can Cleanup Challenge" game rules.	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=184

Unit Name: **3D Modeling With Autodesk Inventor**	**Length:** 20 days
Standards: ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	**Outcomes:** In this unit students will get an introduction to Autodesk® Inventor®. They will get an overview of the different ways engineers use Autodesk® Inventor®, then learn specific ways they can use Inventor to help design and build VEX robots.
Essential Questions: 1. Which items in the classroom require 3D modeling software in order to be designed and manufactured? 2. Which types of engineers use CAD and how do they use it for their day to day job? 3. Why do designers create virtual models? 4. What is the benefit to designers of being able to animate an assembly? 5. What would a designer use a rendered image of a design for?	**Learning Targets:** 1. Students will be able to create 3D models using Autodesk Inventor 2. Students will be able to animate 3D models 3. Students will be able to render 3D models

Topic 1: **Basic Inventor Command Overview**	**Length:** 3 days
Standard(s): ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	**Academic Vocabulary:** Computer Aided Design (CAD), Rendering, Browser Menu, Degrees of Freedom, Bottom Up Modeling, Top Down Modeling
Lesson Frame: Autodesk® Inventor®. Primary Environment	We will: become reacquainted with the 3D modeling software Autodesk Inventor's program interface
	I will understand the overall project tasks involved in assembling and animating the virtual Clawbot.
Lesson Frame: 3D Model the Claw Arm	We will: become reacquainted with the tools for creating 3D models in Autodesk Inventor.
	I will: create the Clawbot's claw arm in Autodesk® Inventor®.
Performance Tasks: Students will create 3D models and constrain components into a full assembly with appropriate movement of parts, using Autodesk® Inventor®.	Notes: Lesson (with video links): https://manawatech.com/courses/course/view.php?id=3&section=6

Topic 2: **Building the Virtual Clawbot**	**Length:** 15 days
Standard(s): ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	**Academic Vocabulary:** Assemblies, Constraints, Views
Lesson Frame: Overview and Tutorial -Review of the Clawbot Model	We will: gain an understanding of the methods used for assembling the virtual Clawbot.
	I will: view "Intro" and "Video 1 to gain an understanding of the procedure for project assembly.
Lesson Frame: Video 2: Project Set up/Preparation	We will: understand the process for preparing your project library.
	I will: create my project library and prepare the folders with the downloaded part files.
Lesson Frame: Video 3: Start a New Assembly Video 4: Add Standard Parts to Assembly	We will: demonstrate the steps involved in assembling the Clawbot base.
	I will: place and assemble the base of the Clawbot parts in Autodesk Inventor.
Lesson Frame: Video 5: Assemble Bearing Flats and Rivets	We will: gain skill in assembling parts with the use of iMates.

	I will: assemble the bearing flats and rivets to the Clawbot base using Imate constraints.
Lesson Frame: Video 6: Assemble the Driveshaft and Collar	We will: demonstrate ongoing skill in virtual 3D model assembly.
	I will: assemble the driveshaft and collar of the Clawbot to its base.
Lesson Frame: Video 7: Assemble the Wheel; Video 8: Create a Wheel Subassembly	We will: demonstrate ongoing skill in virtual 3D model assembly.
	I will: prepare the claw arm joint as a separate subassembly.
Lesson Frame: Video 9: Align the Gears	We will: demonstrate ongoing skill in virtual 3D model assembly.
	I will: use work planes to align the teeth of the gears in the virtual assembly.
Lesson Frame: Video 10: Assemble the Claw Arm Drivetrain	We will: demonstrate ongoing skill in virtual 3D model assembly.
	I will: build the claw arm drivetrain using gears, shafts, and shaft collars.
Lesson Frame: Video 11: Assemble the Cortex Microcontroller	We will: demonstrate ongoing skill in virtual 3D model assembly.
	I will: assemble the microcontroller and battery straps to the base.
Lesson Frame: Video 12: Assemble the Claw Arm	We will: demonstrate ongoing skill in virtual 3D model assembly.
	I will: add the claw arm to the to the Clawbot assembly.
Lesson Frame: Video 13: Complete the Robot Assembly	We will: demonstrate ongoing skill in virtual 3D model assembly.
	I will: assemble the microcontroller and battery straps to the base.
Performance Tasks: Students will create 3D models and constrain components into a full assembly with appropriate movement of parts, using Autodesk® Inventor®.	Notes: Lesson (with video links): https://manawatech.com/courses/course/view.php?id=3&section=6

Topic 3: **Rendering and Animation**	**Length:** 2 days
Standard(s): ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	**Academic Vocabulary:** Render, Animate
Lesson Frame: Video 14: Render and Animate the Robot	We will: learn to create an animation of the model assembly to prepare for a presentation.
	I will: create a rendered animation of my Clawbot assembly.
Performance Tasks: Students will animate and render the 3D Clawbot assembly using Autodesk® Inventor®.	Notes: Lesson (with video links): https://manawatech.com/courses/course/view.php?id=3&section=6

Unit Name: **The Game!**	**Length:** 14 days
Standards: 4C1.a.7.h: Develop original ways to solve a problem. ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. ENG4.b.5.h: Develop and produce a product or system using a design process.	**Outcomes:** In this unit students will be presented with a game (typically the VRC game of the current competition season). They will split into teams and spend the rest of the semester designing a robot which can play this game head-to-head against the robots built by their classmates. This robot build will follow the engineering design process discussed in Unit 1. The first step in this process is analyzing the design challenge placed in front of them and deciding what they want their robot to do.
Essential Questions: 1. How can you maximize the number of points you can score during the game? 2. How can you keep your opponent from scoring efficiently during the game? 3. How do you choose what features of the robot are needed to play the game?	**Learning Targets:** 1. Students will be able to explain how the process of strategic design works. 2. Students will be able to demonstrate the use of defining objectives to select game objectives. 3. Students will be able to list all of the ways to score the most points in the game. 4. Students will be able to create a cost – benefit analysis to demonstrate the strengths of different tasks.

Topic 1: **Strategic Design**	**Length:** 1 day
Standard(s): ENG4.b.5.h: Develop and produce a product or system using a design process.	**Academic Vocabulary:** Strategic Design
Lesson Frame: Understand, Define, Explore	We will: understand the task by identifying the rules, constraints, and goals.
	I will: create a chart of information helpful and necessary in creating a successful design
Performance Tasks: Students will list all of the ways to score the most points in the "Swept Away" game.	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=418

Topic 2: **Defining Objectives**	**Length:** 2 days
Standard(s): 4C1.a.7.h: Develop original ways to solve a problem.	**Academic Vocabulary:** cost-benefit analysis, prioritization of tasks
Lesson Frame: Cost-Benefit Analysis	We will: understand the process of creating a cost-benefit analysis to engineering design
	I will: create a cost-benefit analysis chart as it applies to "The Game!"
Lesson Frame: Prioritization of Tasks	We will: learn to prioritize strategically when problem solving a solution.
	I will: create a chart of our group's evolution through the prioritization process.

Performance Tasks: Students will apply the methodical process to determining best strategies and design to win the game.	Notes: Lesson: https://manawatech.com/courses/mod/page/view.php?id=475

Topic 3: **Analyzing the Game**	**Length:** 3 days
Standard(s): ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	**Academic Vocabulary:** None
Lesson Frame: Prototype	We will: create the first prototype of our design idea.
	I will: create a model of our team's robot design.
Lesson Frame: Create/Test/Refine	We will: test our design ideas for efficiency.
	I will: test our finished prototype, searching critically for possible improvements based on movement and basic design.
Performance Tasks: Create a 3D model of your team's robot design.	Notes: Lesson: https://manawatech.com/courses/mod/page/view.php?id=476

Topic 4: **Performance**	**Length:** 8 days
Standard(s): ENG4.b.5.h: Develop and produce a product or system using a design process.	**Academic Vocabulary:** None
Lesson Frame: Build	We will: construct our robot models for competition
	I will: work with my team toward completion of our physical model.
Lesson Frame: Competition	We will: compete in the Swept Away competition
	I will: assist my team in successful performance during the competition.
Lesson Frame: Reflection	We will: reflect on our performance.
	I will: create a list of design alternations that would improve performance.
Performance Tasks: Robot team build Swept Away - game performance and reflection	Notes: Lesson: https://manawatech.com/courses/mod/page/view.php?id=478

Unit Name: **Object Manipulation**	**Length:** 8 days
Standards: BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage. ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. ENG4.b.5.h: Develop and produce a product or system using a design process.	**Outcomes:** In this unit, students will learn about the different types and categories of robot manipulators. Students will be presented with robot manipulators from the real world, and shown the basic principles behind their operation. Students will then create their own object manipulator for use on their competition robot.
Essential Questions: 1. Why would you choose one type of a manipulator over another type? 2. How can your data from your test improve your redesign?	**Learning Targets:** 1. Students will be able to demonstrate the basic concepts of manipulators, and accumulators. 2. Students will be able to design examples of manipulators, and accumulators.

Topic 1: **Manipulators**	**Length:** 2 days
Standard(s): BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage.	**Academic Vocabulary:** Manipulators, Elasticity, Plow, Accumulators, Scoops, Conveyor, Traction, Magazine, Friction, Indexing, Claw, Hopper, Conveyance
Lesson Frame: Plows, Scoops, and Friction Grabbers	We will: Identify different types of manipulators and their advantages
	I will: identify a manipulator by its name and state a reason for its prefered use.
Lesson Frame: Roller Manipulator	We will: develop an understanding of the advantages of a roller manipulator in competition
	I will: list advantages of the roller manipulator in competition
Performance Tasks: Match the manipulator name to its graphic and state its preferred use.	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1029

Topic 2: **Accumulators**	**Length:** 2 days
Standard(s): BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage.	**Academic Vocabulary:** magazine, conveyor, conveyance
Lesson Frame: Magazines, Conveyor Belts, and Hoppers	We will: Identify the different styles of accumulators along with reasons for preferred use.
	I will: recognize a type of accumulator by its components within the design
Lesson Frame: Accumulator Design	We will: recognize the trade-offs in choosing one style of accumulator over another
	I will: identify the advantages and disadvantages of each style of accumulator

Performance Tasks: Teams brainstorm sketches of manipulator or accumulator designs.	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1030

Topic 4: **Create Object Manipulator**	**Length:** 4 days
Standard(s): ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. ENG4.b.5.h: Develop and produce a product or system using a design process.	**Academic Vocabulary:** N/A
Lesson Frame: Virtual Model	We will: create a prototype of our design in Autodesk® Inventor®.
	I will: 3D model our team's chosen design.
Lesson Frame: Design Activity: Physical Model	We will: create the physical model of the object manipulator
	I will: produce a physical copy of our chosen object manipulator
Performance Tasks: 3D model of manipulator in Autodesk® Inventor®. Physical model, upon instructor approval of design	Notes: Lesson: https://manawatech.com/courses/course/view.php?id=3&section=8

Unit Name: **Speed, Power, Torque & DC Motors**	**Length:** 10 days
Standards: BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate untis such as work, power, torque, gear ratios, and mechanical advantage. ENG5.b.7.h: Operate systems so that they function in the way they were designed.	**Outcomes:** In this unit, students will learn about the physical principles of speed, power, and torque. They will also learn about DC motors and how these principles apply to them. Students will apply these concepts on a sample mechanical system to calculate key details of the design.
Essential Questions: 1. Why would you want to increase your speed and lower your power? 2. Why would you want to increase your power and lower your speed? 3. How does the change in the load affect your current draw?	**Learning Targets:** 1. Students will be able to demonstrate the concept of speed. 2. Students will be able to demonstrate the concept of power. 3. Students will be able to demonstrate the concept of torque. 4. Students will be able to describe the 4 primary characteristics of a DC Motor, and how they relate to each other. 5. Students will be able to calculate motor loading for a mechanical DC Motor system, and describe how changes in the system would affect the loading.

Topic 1: **Classical Mechanics**	**Length:** 1 day
Standard(s): BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage.	**Academic Vocabulary:** Mechanics, Torque, Speed, Velocity, Rotational Speed, Actuator, Acceleration, DC Motor, Force, Voltage, Work, Current, Power, Stall, Load
Lesson Frame: Speed, Acceleration, Force, and Torque	We will: define speed, rotational speed, acceleration, force, and torque
	I will: provide examples of differentiation in speed, acceleration, force, and torque.
Performance Tasks: Study packet with calculations and exercises	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1034

Topic 2: **DC Motors**	**Length:** 3 days
Standard(s): BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate untis such as work, power, torque, gear ratios, and mechanical advantage.	**Academic Vocabulary:** voltage, speed, torque, load, current, rotational speed,
Lesson Frame: Motor Loading, Current Draw, Key Motor Characteristics	We will: understand the load acting on a motor.
	I will: define the relationship between torque, load, and rotational speed.
Lesson Frame: Varying Power with Voltage	We will: recognize that power output varies with voltage
	I will: determine motor limits and calculations.

Performance Tasks Arm Design Calculations - voltage and motor limits	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1035

Topic 3: **Simulate and Size a DC Motor**	**Length:** 6 days
Standard(s): BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate untis such as work, power, torque, gear ratios, and mechanical advantage. ENG5.b.7.h: Operate systems so that they function in the way they were designed.	**Academic Vocabulary:** Dynamic Simulation
Lesson Frame: Video 1: Review of Robot Assembly	We will: review the existing robot assembly and create a simplified model.
	I will: create a simplified model.
Lesson Frame: Video 2: Run the Simulation and Calculate the Torque	We will: learn how to determine calculations from within the 3D virtual environment.
	I will: determine the torque on the driveshaft by running a simulation.
Lesson Frame: Evaluation of Arm Structures	We will: evaluate workflow required to calculate maximum torque
	I will: determine maximum torque using the Dynamic Simulation environment
Performance Tasks: Testing of arm designs. Data collection. Redesign.	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1037

Unit Name: **Mechanical Power Transmission**	**Length:** 10 days
Standards: BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage. ENG5.b.8.h: Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate. ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	**Outcomes:** In this lesson students will learn about the different types of mechanical power transmission. They will learn about different gear types, and how to calculate gear ratios. These principles will then be applied to the types of motor - arm systems seen in Unit 7.
Essential Questions: 1. How do the different types of gears provide an advantage in your arm design? 2. How do the mathematical calculations help you to determine what type of gear ratio is needed in your design?	**Learning Targets:** 1. Students will be able to demonstrate how mechanical power transmission systems are very important in the design and construction of competition robots. 2. Students will be able to vary the gear ratio (and the mechanical advantage) in a system giving them the versatility necessary to accomplish whatever work needs to be done. 3. Students will be able to determine gear inputs & outputs by calculating the difference between them, and determine their gear ratio accordingly.

Topic 1: **Power Transmission**	**Length:** 5 days
Standard(s): BB1.c.5.h: Given a linear, rotary, and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage.	**Academic Vocabulary:** Gear, Gear Ratio, Mechanical Advantage, Transmission, Spur Gear, Bevel Gear, Crown Gear, Worm Gear, Helical Gear, Idler Gear, Epicyclical (Planetary) Gear, Rack and Pinion Gear, Gear Pitch,
Lesson Frame: Overview of transmission process	We will: gain an understanding of the transmission process.
	I will: reiterate the transmission process.
Lesson Frame: Gear teeth and pitch; Gear ratios	We will: identify different gear types and how they work
	I will: prepare a template for presenting different gear types through research
Lesson Frame: Motion Reversal & Idler Gears	We will: understand the cause and effect of motion reversal
	I will: determine direction of motion by identifying a pattern.
Lesson Frame: Compound Gear Reduction	We will: view a presentation on how the gear reduction process works.
	I will: illustrate the mathematical calculations involved in gear reduction.
Lesson Frame: Formulas & Calculations	We will: understand the procedure for calculating gear reduction.
	I will: calculate gear reduction of my arm configuration

Performance Tasks: Revisit arm design from Unit 7 - apply Adaptation Activity	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1049

Topic 2: **Arm Design**	**Length:** 1 day
Standard(s): ENG5.b.8.h: Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate.	**Academic Vocabulary:** N/A
Lesson Frame: Design Adaptation Activity	We will: apply design adaptations to the arm activity from Unit 7.
	I will: produce the changes identified in the packet to my arm design.
Performance Tasks: Revisit arm design from Unit 7 - apply Adaptation Activity	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1049

Topic 3: **Modeling an Articulating Scoop**	**Length:** 4 days
Standard(s): ENG5.b.8.h: Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate.	**Academic Vocabulary:** N/A
Lesson Frame: Videos 1 and 2: Spur Gear Assembly	We will:
	I will:
Lesson Frame: Video 3: Assemble the Gears	We will: gain an understanding of the overall process involved in assembling the
	I will: begin assembling the gears, following the video tutorial instructions provide
Lesson Frame: Video 4: Complete the Gear Assembly	We will: finalize the mechanical assembly of parts in our gear assembly.
	I will: begin assembling the gears, following the video tutorial instructions provide
Lesson Frame: Video 5: Add the Motor and Animate Assembly	We will: learn how to add the motors to the assembly and finalize the animation.
	I will: add the motors, and animate the assembly
Performance Tasks: Assembly Project	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1050

Unit Name: **Drivetrain Design**	**Length:** 8 days
Standards: BB1.c.4.h: Build, test, and troubleshoot simple linear, rotary, and compound mechanisms. BB1.c.5.h: Given a linear, rotary and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage. B1.f.5.h: Calculate and define the different loads acting on structures (i.e. static, dynamic, stress, strain, compression, tension)	**Outcomes:** In this unit students will be exposed to the physical principles of friction & traction while exploring the implications these principles have on robot drivetrain design. Students will be shown a variety of different robot drive system types and will learn the differences between them. Students will then apply the lessons they've previously learned about DC motors & gear ratios to design the powertrain of their robot's drive system.
Essential Questions: 1. How can you use friction to your advantage when you create your robot drivetrain? 2. How can you use geometry to help select the most efficient drivetrain for your robot?	**Learning Targets:** 1. Students will be able to demonstrate how applied force and friction are related. 2. Students will be able to distinguish between static and kinetic friction. 3. Students will be able to calculate wheel speed. 4. Students will be able to demonstrate how to calculate a gear reduction. 5. Students will be able to compare and contrast the different types of drivetrains, along with their benefits and drawbacks.

Topic 1: **Terminology**	**Length:** 2 days
Standard(s): B1.f.5.h: Calculate and define the different loads acting on structures (i.e. static, dynamic, stress, strain, compression, tension)	**Academic Vocabulary:** Friction, Traction, Drivetrain, Static Friction, Kinetic Friction, Maximum Static Friction, Magnitude, Force of Friction, Normal Force, Tractive Force, Drive Wheel, Turning Point, Turning Scrub, Zero Radius Turn
Lesson Frame: Friction and Traction (terms)	We will: review basic principles of friction.
	I will: identify examples of friction, traction, static friction, coefficient of friction, and nc
Lesson Frame: Drivetrain (terms)	We will: identify types of drivetrains.
	I will: locate and identify types of drivetrains around school and home.
Performance Tasks: Engineering Notebook Sketches	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1052

Topic 2: **Drivetrain Geometry and Turning**	**Length:** 6 days
Standard(s): BB1.c.5.h: Given a linear, rotary and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage.	**Academic Vocabulary:** Ackermann Steering, Skid Steer, Omni Directional, turning point
Lesson Frame: Geometry of a turning drivetrain	We will: identify types of drivetrains

	I will: sketch and label examples of different types of drivetrains.
Lesson Frame: Gear Train Design	We will: determine calculations of gear reduction on a gear train.
	I will: calculate the gear reduction of a turning drivetrain
Performance Tasks: Apply concepts to design activity.	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1054

Unit Name: **Lifting Mechanisms**	**Length:** 11 days
Standards: ENG4.b.5.h: Develop and produce a product or system using a design process. BB1.c.5.h: Given a linear, rotary and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage. BB1.c.4.h: Build, test, and troubleshoot simple linear, rotary, and compound mechanisms. BB1.f.5.h: Calculate and define the different loads acting on structures (i.e. static, dynamic, stress, strain, compression, tension).	**Outcomes:** In this unit students will learn about different types of lifting mechanisms which are useful on competition robots. Students will then do preliminary design work on a mechanism for their robots.
Essential Questions: 1. Explain how the degrees of freedom will allow you to design a robot that is able to transfer motion as it manipulates game objects. 2. Explain how a linkage system allows a robot to score on a high goal in a game situation. 3. Explain how passive assistance can provide your robot with a mechanical advantage.	**Learning Targets:** 1. Students will be able to differentiate the three degrees of freedom that are presented in the beginning of the unit. 2. Students will be able to demonstrate the correct use of the calculations needed to choose a gear reduction. 3. Students will be able to distinguish between the use of a linkage system and a multi-state elevator in manipulator design. 4. Students will be able to explain how passive assistance can improve a robot design.

Topic 1: **Degrees of Freedom**	**Length:** 2 days
Standard(s): BB1.c.5.h: Given a linear, rotary and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage	**Academic Vocabulary:** Object manipulators, Lifting mechanisms, Degrees of freedom, First degree of freedom, Second degree of freedom, Third degree of freedom, Mechanical advantage, Factor of Safety, Elevator, Actuation, Passive assistance
Lesson Frame: Types of Movement	We will: define three degrees of freedom: rotational, linear, and rotation around a p
	I will: provide examples of the three different degrees of freedom.
Lesson Frame: Calculating Degree of Freedom	We will: identify the method of determining the degrees of freedom of a human arm
	I will: calculate the degrees of freedom on my arm.
Performance Tasks: Degrees of Freedom on a human arm - Activity	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1055

Topic 2: **Rotating Joints**	**Length:** 2 days

Standard(s): BB1.c.5.h: Given a linear, rotary and/or compound motion mechanism, students will measure and calculate units such as work, power, torque, gear ratios, and mechanical advantage.	**Academic Vocabulary:** Shock load, joint loading, joint speed, mechanical advantage
Lesson Frame: Joint Loading/Joint Speed	We will: become aware of methods to adjust joint loading and speed.
	I will: apply methods of methods to adjust joint loading and speed.
Lesson Frame: Approach 1	We will: practice methods of gear reduction starting with loading.
	I will: apply Approach 1 to gear reduction of my rotating joint.
Lesson Frame: Approach 2	We will: practice methods of gear reduction starting with speed.
	I will: apply Approach 2 to gear reduction of my rotating joint.
Performance Tasks: Practice Approaches 1 & 2 of calculating gear reduction on a rotating joint. (Review calculations 2nd day)	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1056

Topic 3: **Elevators**	**Length:** 1 day
Standard(s): BB1.f.5.h: Calculate and define the different loads acting on structures (i.e. static, dynamic, stress, strain, compression, tension).	**Academic Vocabulary:** actuation
Lesson Frame: Comparison as a Lifting Mechanism	We will: gain an understanding of how an elevator differs from other lifting mechani
	I will: identify characteristics of an elevator arm.
Performance Tasks: Engineering Notebook Sketches	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1057

Topic 4: **Linkages, Passive Assistance, and Design Application**	**Length:** 6 days
Standard(s): ENG4.b.5.h: Develop and produce a product or system using a design process.	**Academic Vocabulary:** linkages, passive assistance
Lesson Frame: Types of Linkages	We will: define and provide examples of types of linkages.
	I will: list types of linkages and define advantages of each.
Lesson Frame: Passive Assistance	We will define and list examples of passive assistance.
	I will: determine a method of passive assistance to apply to my design.
Lesson Frame: Application of Design to Lifting Mechanisms	We will: identify key considerations in design of lifting mechanisms

	I will: determine appropriate design for my robot's lifting mechanism
Performance Tasks: Engineering Notebook: Sketches and notes Application of design to Design Activity	Notes: Lesson: https://manawatech.com/courses/mod/resource/view.php?id=1058 Design Activity: https://manawatech.com/courses/mod/resource/view.php?id=1059

Unit Name: **Systems Integration**	**Length:** 7 days
Standards: BB1.a.6.h: Describe how the outputs of one subsystem are the inputs of another subsystem given a prominent energy, power and transportation system. ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product. ENG4.b.5.h: Develop and produce a product or system using a design process.	**Outcomes:** In this unit students will learn techniques for successfully integrating a number of disparate subsystems into one cohesive whole. Students will take the lessons learned earlier in the semester and their existing designs to create their overall robot.
Essential Questions: 1. How does the process of system engineering allow for the development of a well-integrated structure? 2. How does the integration of system engineering early in the design process provide benefits to the overall design?	**Learning Targets:** 1. Students will be able to demonstrate how system integration works. 2. Students will be able to demonstrate how they can use the six tips for integration in their design.

Topic 1: **Systems Integration**	**Length:** 3 days
Standard(s): BB1.a.6.h: Describe how the outputs of one subsystem are the inputs of another subsystem given a prominent energy, power and transportation system. ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	**Academic Vocabulary:** System Integration, Power, Control, Pneumatics, Drivetrain, Lifting Mechanisms, Object Manipulators
Lesson Frame: Definition	We will: determine aspects of integration to the full robotic system
	I will: note aspects of consideration in determining my robot's systems integration
Lesson Frame: Modeling Activity	We will: apply design choices to 3D model
	I will: finish my 3D model of the robot in Autodesk Inventor.
Performance Tasks: Engineering Notebook: Systems integration checklist 3D Design Activity (finish model robot)	Notes: At the end of this design activity, students will have completed their virtual robot.

Topic 2: **Design Activity**	**Length:** 4 days
Standard(s): ENG4.b.5.h: Develop and produce a product or system using a design process.	**Academic Vocabulary:** N/A
Lesson Frame: Application of Design	We will: apply all aspects of systems integration to the robot build
	I will: finish building the robot, applying recent design choices.
Performance Tasks: Design Activity - Finish Competitive Robot	Notes: The competitive robot will be complete at the end of this lesson.

Unit Name: **Testing and the Iteration Process**	**Length:** 12 days
Standards: CD1.d.4.m: Apply decision-making strategies to personal and team interactions. ENG4.c.6.h: Evaluate final solutions and communicate observations, processes, and results of the entire design process using verbal, graphic, quantitative, virtual and written means, in addition to design models. ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	**Outcomes:** In this unit students will test and improve their robot. All design is iterative. This phase of the semester will focus on students testing, tweaking, and improving their robot as they hone in on a final design. Students will then compete in a final competition against their peers.
Essential Questions: 1. How did the testing process provide you concrete information to make your decisions? 2. How did the iterative process improve the quality of your design? 3. How did your prioritize which subsystems were working on first?	**Learning Targets:** 1. Students will be able to demonstrate the role that testing plays in the design process. 2. Students will be able to demonstrate how the information collected in the testing process is used in the different iterations of their robot design. 3. Students will be able to demonstrate a systematic process to prioritize the improvements dictated from the data collected from their testing.

Topic 1: **Testing and Iteration**	**Length:** 3 days
Standard(s): ENG4.c.6.h: Evaluate final solutions and communicate observations, processes, and results of the entire design process using verbal, graphic, quantitative, virtual and written means, in addition to design models. ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	**Academic Vocabulary:** Iteration
Lesson Frame: Process of Iteration	We will: understand the process of iteration.
	I will: note questions to consider in the process of iteration in my Engineering Notebo
Lesson Frame: Test Robot	We will: evaluate robot's design and performance
	I will: reflect on my robot's performance in my Engineering Notebook.
Lesson Frame: Redesign	We will: apply feedback from the testing process to redesign of robot
	I will: perform adaptations to design
Performance Tasks: Test and critique robot design - list of questions to consider answered in Engineering Notebook.	Notes: Lesson: https://manawatech.com/courses/course/view.php?id=3&section=14

Topic 2: **Competition**	**Length:** 2 days (possibly 1)
Standard(s): CD1.d.4.m: Apply decision-making strategies to personal and team interactions.	**Academic Vocabulary:** N/A
Lesson Frame: The Final Competition	We will: identify strengths as members of a robotic team.

	I will: actively support my team in competition.
Performance Tasks: Teams compete - final competition	Notes: Lesson: https://manawatech.com/courses/course/view.php?id=3&section=14

Topic 3: **Analysis and Reflection**	**Length:** 7 days
Standard(s): ENG4.c.6.h: Evaluate final solutions and communicate observations, processes, and results of the entire design process using verbal, graphic, quantitative, virtual and written means, in addition to design models. ENG4.b.4.h: Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.	**Academic Vocabulary:** Project Portfolio
Lesson Frame: Application	We will: identify and apply final iteration to robotic design.
	I will: apply all redesign changes to 3D model and physical robot.
Lesson Frame: Final Presentation	We will: identify components within the communication state of the design process.
	I will: communicate the engineering design process of my robot design.
Performance Tasks: Prepare and communicate final presentation.	Notes: Lesson: https://manawatech.com/courses/course/view.php?id=3&section=14

September	October	November	December	January	February	March	April	May	June
Class Intro	2. Intro to Robotics	4. 3D Modeling using Inventor®.	5. THE GAME!	6. Object Manipulation	8. Mechanical Power Transmission	10. Lifting Mechanisms	12. Testing, Iteration, Improvement	Final Project	Final Project
Syllabus, Classroom expectations & procedures	Students will learn about how the field of robotics operates and how robots work. Students will learn about the role of robots in society and how they are used in all aspects of STEM education.	Students will get an introduction to Autodesk Inventor. They will get an overview of the different ways engineers use Autodesk Inventor and then learn specific ways they can use Inventor to help design and build VEX robots.	Students will learn the rules of the game, which will be necessary to design robots. The students will be able to analyze potential game strategies. Students will learn the effects of applying a cost benefit analysis to the design process.	Students will learn about the different types and categories of robot manipulators. Students will be presented with robot manipulators from the real world and shown the basic principles behind their operation. Students will then create their own object manipulator for use on their competition robot.	Students will learn about the different types of mechanical power transmission. Topics include various gear types, and how to calculate gear ratios. These principles will then be applied to the types of motor - arm systems seen on competition robots (and described in Unit 7.)	Students will learn about the different types of lifting mechanisms and how they work. Engineering topics will include degrees of freedom, shock load, joint loading, joint speed, elevators, linkages, and passive assistance.	Students will learn how important testing, iteration and continuous improvement are in the design process. The students will learn how to develop their final design.	If schedule did not require additional days in the calendar, students will apply the design process to the construction of a robot for the Manawa Rodeo Parade.	
1. Intro to Engineering	3. Intro to VEXnet			7. Speed, Power, Torque, & DC Motors	9. Drivetrain Design	11. Systems Integration			
Students will learn about what engineering is and what engineers do. The concepts of classical mechanics, design and iteration will be defined and worked through.	Students will learn what the core components of the VEX control system are - the Cortex Microcontroller, VEXnet Joystick and VEXnet Wireless link. They will also learn how they each function.			Students will learn about the physical principles of speed, power, and torque. Students will learn about DC motors and how these principles apply to them. Students will apply these concepts on a sample mechanical system to calculate key details of the design.	Students will learn about the physical principles of friction and traction through the exploration of robot drivetrain design.	Students will learn about the techniques that are used in engineering that allow for the successful integration of systems into a cohesive finished product. Students will learn how integration is an integral part of the initial design process.			

School District of Manawa

"Students Choosing to Excel, Realizing Their Strengths"

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

District Fax (920) 596-5308 | Elementary Fax (920) 596-5339 | Jr./Sr. High Fax (920) 596-2655

To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 12/03/18
Re: 2018-19 Course of Study Guide Changes

This memo is to outline the changes to the Course of Study Guide for the 2019-20 academic year.

Cover page: Change date to 2019-2020. Change mission statement to "Our school is committed to building healthy relationships, focusing on high expectations, bolstering individual academic excellence, and creating a safe environment of respect and responsibility ."
Page 3: Change mission statement (see above)
Other academic proposed changes where appropriate: Add AP Chem, change business classes and engineering as proposed)
Page 26: Under Horticulture, take out parenthesis (students can take every other year)
Page 39: Change Youth Options to "Early College Credit Program/Start College Now" where it appears in title and text in all paragraphs. Take out juniors and seniors and change to "public high school students". Remove entire Course Options section. Remove Career Pathways/School of Excellence as ACP replaces this.
Adjusted Table of Contents as needed for pagination and titles

Course of Study Guide

2019-2020

Little Wolf Jr./Sr. High School

515 E. Fourth Street

Manawa, WI 54949

(920) 596 – 2524

"Our school is committed to building healthy relationships, focusing on high expectations, bolstering individual academic excellence, and creating a safe environment of respect and responsibility."

Table of Contents

Welcome to Little Wolf High School!

During high school, students are preparing for more advanced curriculum while continuing to strengthen basic skills. It is our intention that this Course of Study Guide helps you gain a general understanding of the type of learning experiences you may participate in throughout the course of high school.

It is <u>your responsibility</u> to ensure that you have enough credits to graduate and that you have satisfied all LWHS requirements. You should check your credits at the beginning of each school year. Students planning on post-secondary education must meet with the School Counselor annually to make certain requirements are being met for acceptance to these institutions.

<u>Students interested in discussing the option to drop/add a course, should meet with the school counselor and receive parent permission PRIOR to the start of the school year.</u>

Your involvement in your education plays an important role in your success in school. Please feel free to contact your teachers, school counselor, or school administrators if you need assistance. They look forward to working with you during your high school experience.

Non-discrimination Clause

The Wisconsin Department of Public Instruction and Little Wolf High School do not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

Wis. Stat. 118.13 Pupil discrimination prohibited

(1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Wolf Pride

"Our school, in collaboration with the community, is committed to focusing on high expectations, fostering individual academic excellence and creating a safe environment of respect and responsibility."

~Tips for School Success~

- Arrive to class on time with appropriate materials (pen, pencil, note paper, textbooks, folder, handbook, etc.).
- Participate in classroom activities (be a good listener, respect the views of others).
- Take notes to assist in studying and test taking. Maintain notes in an orderly manner throughout the course.
- Attendance is crucial to academic success – set a goal for perfect attendance.
- Need help? Seek out teachers, counselor, or administrators for assistance. Teachers are available during their prep periods and before and after school.
- Don't procrastinate! Keep up with your studies. Turn in work on time.
- Know school procedures and policies contained in the school handbook, as well as the Co-curricular Code of Conduct if an athlete.
- Be involved in school activities, clubs and organizations.
- Parents – stay involved with your child. Please attend Parent/Teacher Conferences and student co-curricular activities. Also, provide a quiet study space at home that is free from interruptions.

Graduation Requirements

To graduate from Little Wolf High School in 2020, students must earn **24 credits**. Successful completion of the following subjects is required for graduation:

- English 4.0 credits
- Social Studies 3.0 credits
- Mathematics 3.0 credits
- Science 3.0 credits
- Physical Education 1.5 credits*
- Health Education 0.5 credits
- Financial Literacy 0.5 credits
- Elective Courses 8.5 credits

***Due to Senate Bill 95/WI Act 105**: permits pupils who participate in sports or other organized physical activity to complete an additional .5 credit in English, social studies, math, science or health education in lieu of a .5 physical education credit.

Grade Level Requirements

Students are required to have earned a minimum of…

- 6 credits to be considered a sophomore
- 12 credits to be considered a junior
- 18 credits to be considered a senior
- 24 credits to graduate

High school graduation requirements may be different from the entrance requirements for specific colleges and universities. The requirements listed below are minimum requirements for students to be eligible for admission to these institutions. Students are encouraged to exceed these minimum requirements and to challenge themselves by taking rigorous courses, including Advanced Placement courses, to be competitive in the collegiate admission process.

The Laude System

Our Laude System Policy
This system replaces the class rank system. Class rank will not be routinely provided to colleges for admissions purposes. The transcript will report the student's cumulative GPA with an accompanying Laude point score/distinction. A cover letter will be provided to the colleges explaining out Laude System. This point-based system is combined with the cumulative GPA. It rewards students for completing rigorous courses by enabling students to earn points for certain classes.

Cum Laude or Higher Placement
Students must meet two criteria to earn Laude Distinction:

- Cumulative GPA of 3.4 or higher
- Laude Score of 4 or higher

Cum Laude (With Honor/Distinction: Laude Score of 4-17.49)
Magna Cum Laude (With Great Honor/Distinction: Laude Score of 17.5-28.79)
Summa Cum Laude (With Highest Honor/Distinction: Laude Score of 28.8+)

Laude Point Courses
Youth Options Course(s): 0.5
AP Course: 1.5
Economics: 0.5
Physics/Advanced Physics: 1
Human Biology: 1
Biology 2: 1
Chemistry 1
AP Chemistry: 1.5
Pre Calculus/Trigonometry: 1
Statistics: 1
Animal Science TC: 1
Computer Applications 1 and 2 with certificate: 1
Accounting 1:1
Accounting 2: 1
Spanish 3: 1
Spanish 4: 1
Senior Art (3+ Art credits **and** 2+ years art team): 1
Music (Band and/or Chorus/Jazz Band 3+ years **and** 1st on class A Solo/Ensemble): 1
Business and Personal Law: 0.5
Robotics/Advanced Robotics: 1
SMAW/GMAW Welding Courses: 1

How do I calculate my Laude Score?
Figure out how many Laude points you have using the listing of Laude courses and their point value and then your GPA.

This table is just a guide. To calculate your actual laude score you should multiply your Cumulative GPA by the laude points earned. (example 3.827 GPA x 8.5 Laude Points = 32.53)

Honors Points \ G.P.A.	4.0	3.9	3.8	3.7	3.6	3.5	3.4
15	60	58.5	57	55.5	54	52.5	51
14	56	54.6	53.2	51.8	50.4	49	47.6
13	52	50.7	49.4	48.1	46.8	45.5	44.2
12	48	46.8	45.6	44.4	43.2	42	40.8
11	44	42.9	41.8	40.7	39.6	38.5	37.4
10	40	39	38	37	36	35	34
9	36	35.1	34.2	33.3	32.4	31.5	30.6
8	32	31.2	30.4	29.6	28.8	28	27.2
7	28	27.3	26.6	25.9	25.2	24.5	23.8
6	24	23.4	22.8	22.2	21.6	21	20.4
5	20	19.5	19	18.5	18	17.5	17
4	16	15.6	15.2	14.8	14.4	14	13.6
3	12	11.7	11.4	11.1	10.8	10.5	10.2
2	8	7.8	7.6	7.4	7.2	7	6.8
1	4						

Four Year Course Planning Worksheet
24 Credits Required for Graduation

FRESHMAN			SOPHOMORE		
	English 9	1		World Literature	1
	US History	1		World History	1
	Biology	1		Earth & Environmental Science	1
	Math: **Choose**	1		Math: **Choose**	1
	P.E. I Health	.5 .5			
	Up to 2 elective credits			Up to 3 elective credits	
	MUST TAKE AT LEAST 6 CREDITS	**6**		**MUST TAKE AT LEAST 6 CREDITS**	**6**
JUNIOR			**SENIOR**		
	Course Name	**Credits**		**Course Name**	**Credits**
	American Literature or A.P. English-Literature and Comp.	1		English 12 or A.P. English-Language and Comp.	1
	Physical Science or Chemistry	1		Global Studies Government	.5 .5
	Math**:Choose**	1		Employability Skills Financial Literacy	.5 .5
	Up to 4 Elective Credits			Up to 4 Elective Credits	
	MUST TAKE AT LEAST 6 CREDITS	**6**		**MUST TAKE AT LEAST 6 CREDITS**	**6**

*If you take a Study Hall this counts as a class and decreases your elective credits by 1.

University of Wisconsin System

Students must meet the following minimum requirements in order to be eligible for admission:
English 4 credits
Mathematics 3 credits
(minimum of Algebra 2)
Science 3 credits
Social Studies 3 credits
Electives/Language 4 credits
Two years of a single foreign language are required for admission to UW-Eau Claire and UW-Madison, and strongly recommended at other UW System campuses.

Nation's Top Universities

Students must meet the following minimum requirements in order to be eligible for admission:
English* 4 credits
Mathematics 4 credits
Science 3-4 credits
Social Studies** 3 credits
World Language*** 3-4 credits
*Intensive work in writing
**Includes American & European History
***At least one world language
Rigorous courses should be taken, including AP level when possible, and SAT or complete ACT achievement tests administered by the College Board.

Wisconsin's Technical Colleges

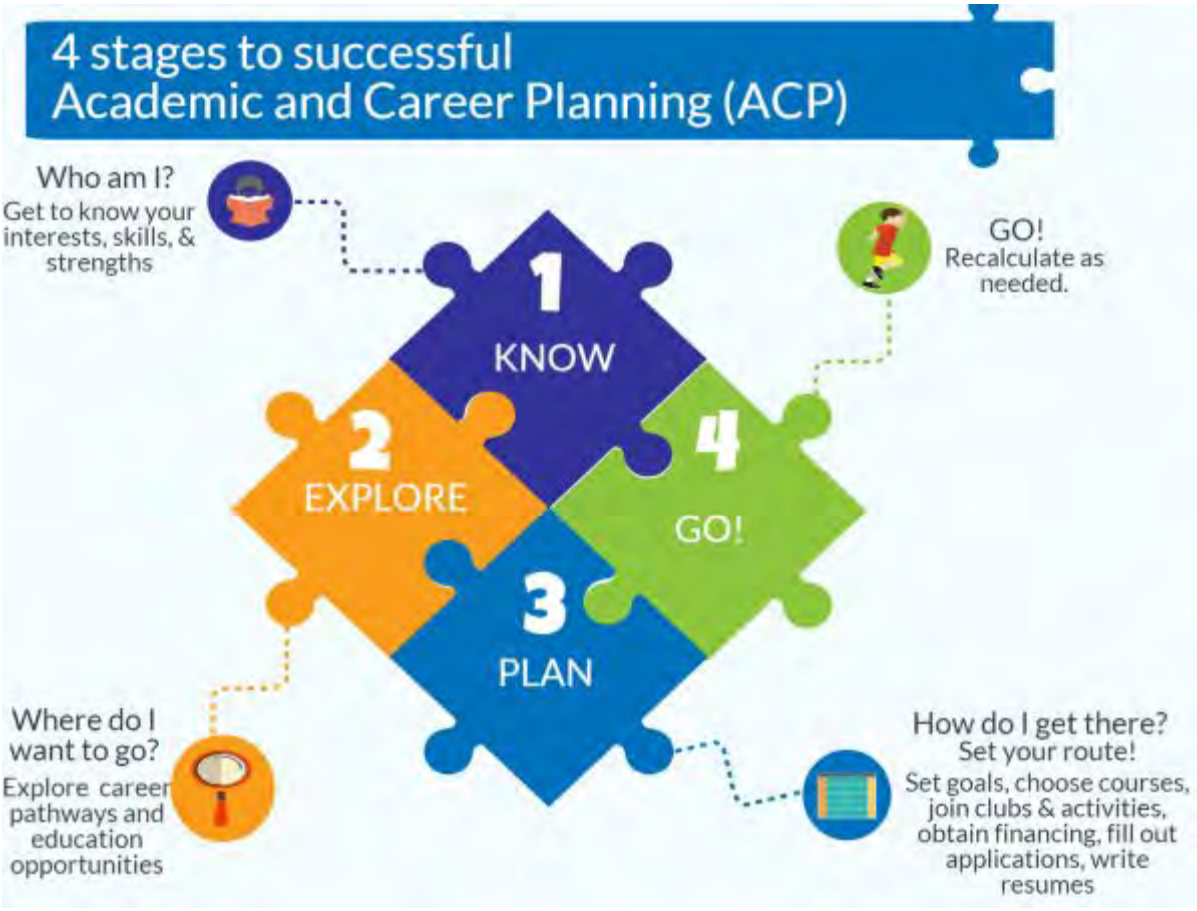
The following are recommended high school credits for adequate, comprehensive preparation for success in technical college programs:
English 4 credits
Mathematics 3 credits
Science 3 credits
Social Studies 3 credits
Technical Courses 3-4 credits
Technical college programs have admission standards, and some programs have waiting lists. Apply early and seek your counselor's advice regarding your chosen program.

Wisconsin's Private Universities

Students must meet the following minimum requirements in order to be eligible for admission:
English 4 credits
Mathematics 3 credits
Science 3 credits
Social Studies 3 credits
World Language 2 credits

Considerations for admission include either ACT or SAT scores and grades earned within the context of courses taken, as well as the challenge level of the courses.

Academic and Career Planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.



What is ACP?

An **ongoing process** to actively engage students to:

* Develop an understanding of his or her self
* Create a vision of his or her future
* Develop individual goals
* Prepare a personal plan for achieving the vision and goals

A **product** that documents and reflects students':

* coursework, learning and assessment results
* post-secondary plans aligned to career goals & financial reality
* record of college and career readiness skills.

Transcripted Course

Transcripted Credit (TC)

- Through a memorandum of understanding and a “wash” contract between L.W.H.S. and F.V.T.C., students take a F.V.T.C. course taught by a WTCS certified high school teacher at Little Wolf Jr./Sr. High School.
- The curriculum is devised by FVTC and the student is registered in both the high school and FVTC course.
- The student receives a grade from the high school as well as from FVTC and is posted on an official FVTC transcript.
- The high school maintains the student record; FVTC also maintains its own student record.

For more information: www.fvtc.edu/techprep

Little Wolf Jr./Sr. High School courses:

Transcripted Credit

· Animal Science/Veterinary Medicine **TC**
· Shielded Metal Arc Welding (SMAW) Techniques 1 **TC**
· Gas Metal Arc Welding (GMAW) Techniques 1 **TC**

Divisions I and II Initial-Eligibility Requirements

Core Courses

- **NCAA Division I requires 16 core courses**. **NCAA Division II currently requires 16 core courses.**

- **NCAA Division I will require 10 core courses** to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below).
    - *It is possible for a Division I college-bound student-athlete to receive athletics aid and practice with the team if he or she fails to meet the 10 course requirement, but will not be able to compete.*

Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I GPA** required to receive athletics aid and practice on **or after August 1, 2016, is** 2.000 (corresponding test-score requirements are listed on sliding scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for competition **on or after August 1, 2016,** is 2.300 (corresponding test-score requirements are listed on sliding scale B on Page No. 2 of this sheet).
- **The Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I

16 Core Courses, 4 years English, 3 years of mathematics (Algebra 1 or higher), 2 years of natural/physical science (1 yr of Lab if offered by High School),1 year of additional English, mathematics or natural/physical science, 2 years of social sciences, 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

DIVISION II

16 Core Courses, 3 years English, 2 years of mathematics (Algebra 1 or higher), 2 years of natural/physical science (1 yr of Lab if offered by High School),3 years of additional English, mathematics or natural/physical science, 2 years of social sciences, 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

English – 4 credits

The English curriculum is designed to stress skills in reading, writing, listening and speaking. Units of study include literature units such as short stories, novels, drama and writing units such as expository writing, personal writing, and research paper.

Available English Courses:

- English 9
- World Literature
- American Literature
- A.P. English-Literature and Composition (1.5 Laude Points)
- English 12
- A.P. English-Language and Composition (1.5 Laude Points)

Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
English 9 (required)	World Literature (required)	American Literature -OR- A.P. English-Literature and Composition (one is required)	English 12 -OR- A.P. English-Language and Composition -OR- A.P. English-Literature and Composition (one is required)

Course Descriptions

English 9 – ***required*** – This is a one credit course for all freshmen. Students will read, analyze, and discuss a wide variety of literature and nonfiction. Informative, creative, persuasive, and research writing will be expected and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills. Some material will coincide with 9th grade American History curriculum.

1 Credit **Grades: 9** **Prerequisite: None**

World Literature – ***required*** – This one credit course is for all sophomores. Students will engage in the reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Informative, persuasive, analytical and research writing will be expected and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills. Some material will coincide with 10th grade World History curriculum.

1 Credit **Grades: 10** **Prerequisite: English 9**

American Literature – *one choice of two for junior students* -- This one credit course is designed to meet the needs of those students who will not be taking AP English coursework. Students will read, analyze, and discuss short stories, essays, poems, and a play from an American Literature anthology, as well as at least two additional novels. Author information, historical connections, literary terms, and vocabulary will also be discussed in context. Writing tasks include a theme-based essay, documented author essay, and a detailed character sketch. Individual and group projects and ACT test preparation/practice will also occur throughout the year.

1 Credit **Grades: 11** **Prerequisite: English 9 and World Lit**

A.P. English-Literature and Composition --*one choice of two for junior students*-- **1.5 Laude Points** *"*The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works" (College Board AP English Literature and Composition Course Description).

NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. Literature and Composition test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately $93.00. Students who plan to take both A.P. Literature and Composition and A.P. Language and Composition are encouraged to check with any college or university they plan to attend to verify whether that school will allow credit for two A.P. English courses.

1 Credit **Grades: 11-12** **Prerequisite: World Lit (grade of A)**

English 12 – This course is designed to meet the needs of students who will not be taking AP English coursework. Students will practice basic narrative, informative, analytical, persuasive, and research writing. This will also include resume, job application, and other workplace writing and communication skills. Vocabulary and grammar/editing skills will also be emphasized. Reading will consist of both fiction and informational text throughout the course.

1 Credit **Grades: 12** **Prerequisite: English 9, World Lit, and American Literature or AP Lit**

A.P. English-Language and Composition --1.5 Laude Points *"*The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods" (College Board AP English Language and Composition Course Description).

NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. Language and Composition test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately $93.00. Students who plan to take both A.P. Literature and Composition and A.P. Language and Composition are encouraged to check with any college or university they plan to attend to verify whether that school will allow credit for two A.P. English courses.

1 Credit **Grades: 11-12** **Prerequisite: American Literature (Grade of A) or A.P. English Literature and Composition with a grade of B or better.**

Mathematics – 3 credits

The mathematics curriculum expands upon students' previous learning in a continuous sequence of courses focusing on advancing the students' mathematical skills in the areas of problem solving, reasoning and critical thinking.

Courses Taught in Mathematics:	**Sequence of Courses**
● Algebra 1 ● Integrated Algebra ● Geometry ● Integrated Geometry ● Algebra 2 ● Pre Calculus & Trigonometry (1 Laude Point) ● Statistics (1 Laude Point) ● A.P. Calculus AB (1.5 Laude Point) ● Senior Math	**Algebra or Integrated Algebra** **Geometry or Integrated Geometry** **Algebra 2 or Trade Math** **Pre-Calculus & Trig or Statistics** **AP Calculus (Pre-Calc & Trig required)**

NOTE: All students who qualify to take Algebra in their 8th grade year will be granted one credit on their high school transcript. The grade earned for this course is not part of the high school grade point average (GPA) but is counted towards the overall graduation credit requirement**. Failure to earn a grade of a C- or higher for both semesters will require the student to retake Algebra as a freshman. However, this credit does not preclude the student from taking an additional two credits of mathematics while in high school.**

Freshmen, Sophomores, & Juniors must have a minimum of 1 credit of Math per year.

Course Descriptions

Algebra 1 – This course is designed to introduce the student to the topics needed to go into the upper level Algebra courses. It stresses rational expressions and problem solving with variables, number sets and real numbers, solving linear equations, graphing linear equations, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponential functions, polynomials and factoring, rational expressions and equations, matrices, and radicals.

1 Credit **Grades: 9** **Prerequisite: None**

Integrated Algebra – This course covers all of the same topics as the Algebra course, except it will be a more project based class and is designed for those students who are considering a technical college or world of work path after high school.

1 Credit	**Grades: 9**	**Prerequisite: None**

Geometry – A logical approach to the study of real objects and shapes: i.e. parallel lines, triangles, circles, solids, etc. Emphasis is placed on algebraic applications.

1 Credit	**Grades: 9-11**	**Prerequisite: Algebra or Integrated Algebra**

Integrated Geometry – This course covers the same topics as the Geometry course, except it will be more project-based and is designed for those students who are considering a technical college or world of work path after high school.

1 Credit	**Grades: 10-11**	**Prerequisite: Algebra or Integrated Algebra**

Algebra 2 – Extends the student's knowledge of the real number systems and operations with complex numbers. It will develop the student's knowledge of conic sections, polynomial functions, rational expressions, exponential and logarithmic functions, sequences and series, discrete mathematics, and trigonometric functions. It gives the students a degree of understanding that helps them become more proficient in many lines of work. **NOTE:** This course is required for college and university admission**.**

1 Credit	**Grades: 10-12**	**Prerequisite: Geometry or Integrated Geometry (Recommended grade of C or better)**

Trade Math – Intended for students considering attending a technical college or the world of work. Focuses on the math skills needed for various trades. Topics include arithmetic fundamentals, percent and proportion applications, the metric system, conversions, practical geometry, measurement applications, signed numbers and formula evaluation. Micrometer, equation solving and standard rule measurement units are included as needed. Scientific calculator use is introduced as needed.

1 Credit	**Grades: 10-12**	**Prerequisite: Geometry or Integrated Geometry**

Pre-Calculus & Trigonometry – **1 Laude Point** Prepares students for college mathematics. The basic structure of this course is built around the study of functions, their properties, graphs and applications in society. Functions included in this course: linear, polynomial, rational, trigonometric, exponential and logarithmic. Also included in this course is the study of polar coordinates and complex numbers, sequences and series, and probability. The purchase of a graphing calculator is highly recommended for this course. A TI-83 or TI-84 calculator is required**. A TI-89 is not allowed.**

1 Credit	**Grades: 11-12**	**Prerequisite: Advanced Algebra (Recommended grade of C or better or by teacher approval)**

Statistics – **1 Laude Point** Students will learn how to collect, organize, display and interpret data and information. Students will also learn basic probability skills and how to apply it to data. This is a college prep course.

1 Credit	**Grades: 11-12**	**Prerequisite: Advanced Algebra**

A.P. Calculus AB – **1.5 Laude Points** Equivalent to a first semester college calculus course. The basis of study includes limits and continuity, derivatives, integrals, and the applications. A TI-83 or TI-84 calculator is required. **A TI-89 is not allowed**.
NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. AB Calculus test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately $93.00.

1 Credit	**Grades: 11-12**	**Prerequisite: Pre-Calculus & Trigonometry (Recommended grade of B or better or by teacher approval)**

Senior Math – Practicing math is necessary to keeping skills fresh. Many post-secondary schools do not require more than the 3 high school math credits for graduation. Therefore, some students may choose not to take a math class during their senior year. This semester class is designed for students not enrolled in a math class their senior year, but wishing to keep up their skills as they prepare to take math placement tests for their post-secondary education. The course topics will be based on the ACT Mathematics College and Career Readiness Standards.

0.5 Credit	**Grades: 12**	**Prerequisite: Senior standing and 3 credits earned in mathematics or teacher recommendation**

Science – 3 Credits

The science curriculum introduces and explores various concepts in the areas of life, earth & space, and physical science. One credit from each of the disciplines is required.

Courses Taught in Science:

- Biology 1
- Earth and Environmental Science
- Physical Science
- Chemistry 1
- Chemistry 2 (1 Laude Point)
- Physics (1 Laude Point)
- Physics 2 (1 Laude Point)
- Biology 2 (1 Laude Point)
- Human Biology (1 Laude Point)

Recommended Sequence of Courses:

Biology (Required)

Earth & Environmental Science (required class of 2020 and beyond)

Physical Science or Chemistry 1 (choose 1 to meet Physical Sci requirement)

After Phy Sci	After Chem 1
Bio II or Chem 1	Bio 2, Physics,AP Chem, Human Bio

Course Descriptions

Biology 1 – ***required*** – Biology is the study of life. Lab work will be included to develop critical thinking and organizational skills. Units covered include, but are not limited to: The scientific method, ecology (principles, biomes, population biology, natural resources), cells (biochemistry, structure/function, mitosis), genetics (meiosis, genes, chromosomes, DNA, heredity), and the theory of evolution by natural selection.

1 Credit **Grades: 9-12** **Prerequisite: None**

Earth & Environmental Science *(required class of 2020 and above)–* A laboratory-oriented course designed to introduce the student to the structure and function of Earth processes. The main topics of study will include geology, astronomy, meteorology, oceanography and the science of the environment.

1 Credit **Grades: 9-12** **Prerequisite: Biology 1**

Physical Science – Designed to expose students to various scientific concepts. The goal is science literacy. The units covered include, but are not limited to: basic chemistry (the nature of matter and the changes in matter) and basic physics (motion and energy). Students will learn problem-solving skills and will be shown how science relates to their lives. Lab work is required.

1 Credit **Grades: 9-12** **Prerequisite: Biology 1**

Chemistry 1 – A laboratory-oriented course designed to study the working of chemical reactions meant for students intending to attend a college or university. Labs are practical in nature and focus on applying concepts learned in class. An understanding of Algebra is essential to understand chemistry. Units covered include data analysis, matter, atomic structure, periodic table, compounds and chemical bonds, chemical reactions & equations, mole concept and stoichiometry, solution chemistry, and acids & bases.

1 Credit **Grades: 11-12** **Prerequisite: Biology 1 & Beginning Algebra (Recommended grade of C or better)**

AP Chemistry - 1.5 Laude Point AP Chemistry is a laboratory science class designed to simulate the first semester, introductory chemistry class at any college or university. For most students, this the course enables them to take the second semester of chemistry for any science related major, or fulfill the science requirement for a non-science major. This course is approved by College Board. As such it is based on the 6 Big Ideas and seven science practices outlined in the curriculum framework. AP Chemistry is open to all students that have completed chemistry with a C or better and who wish to take part in a rigorous and academically challenging course.

1 Credit **Grades: 11-12** **Prerequisite: C or Better in Chemistry 1**

Biology 2 – **1 Laude Point** Biology 2 is a continuation of Biology 1. The organization of life and the six-kingdom classification system (Taxonomy) will be explored in depth starting with lower life forms and working up to animals. Labs will have an emphasis on identification and dissection of several species.

1 Credit **Grades: 10-12** **Prerequisite: Biology 1 and Physical Science or Chemistry (Recommended grade of C or better)**

Human Biology- **1 Laude Point** This course presents the structure and function of the human body. Practical use of medical terminology as applied to and identifying organ systems, organs and what they do, pathology, treatments and specialists in medical fields. Students will be required to participate in lab exercises, lab practical, quizzes and exams**.** This course does include a laboratory component and meets graduation requirements for science.
NOTE: Students are encouraged to purchase <u>The Language of Medicine: 8th Edition</u>, by Chabner (ISBN: 9781416034926), new or used, for note taking and for future use.

1 Credit **Grades: 11-12** **Prerequisite: Biology 1 and Chemistry 1 (Recommended grade of B or better)**

Physics 1 – **1 Laude Point** A laboratory-oriented course designed to investigate the physical aspects of our universe and meant for students intending to attend a college or university. Topics studied first term include science principles, laws of motion, Newtonian mechanics, and non-relativistic gravity. The second term will explore rotational motion, momentum, energy, work, simple machines, and fundamentals of electromagnetism.

1 Credit **Grades: 11-12** **Prerequisite: Algebra 1 or Integrated Algebra and Geometry, Biology 1, Physical Science or Chemistry 1. (Recommended grade of B or better and Algebra 2)**

Physics 2 – **1 Laude Point** A laboratory-oriented course designed to further build the student's understanding of the natural phenomena of our universe. Topics studied first term include deeper investigation of Newtonian mechanics, Kepler's laws of planetary motion, electric circuits, and the properties of light. The second term will explore wave phenomena of acoustics and optics, quantum mechanics, nuclear physics, and Einstein's theories of general and special relativity.

1 Credit **Grades: 12** **Prerequisite: Physics 1**

Social Studies – 3 credits

The social studies curriculum strives to prepare young people to be humane, rational, participating citizens in an ever-changing world by understanding their historical roots and how past events shape their world today. Reconstructing and interpreting historical events provides needed perspective in addressing the past, the present, and the future.

Courses Taught in Social Studies:

- U.S. History
- World History
- Sociology
- Economics (.5 Laude Point
- Global Studies
- Government
- A.P. Psychology (1.5 Laude Points)
- A.P. U.S. History (1.5 Laude Points)

Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
U.S. History (required)	World History (required class of 2021 and above)	A.P. U.S. History A.P. Psychology Sociology Economics Psychology	Government (required) Global Studies (required) Sociology Economics A.P. Psychology A.P. US History

Course Descriptions

U.S. History – *required* – U.S. History is a survey class of the American experience in all of its dimensions. The American experience is one of the most unique chapters in human history. Democracy, internal expansion, race relations, free enterprise economy, rise to superpower status and our role in the post-Cold War world will be discussed during the course of the semester. The class will be taught with using a mix of chronological and thematic approaches for a better understanding of our history. We live in a country with a rich history that shapes the American experience we share today and will share in the future.

1 Credit **Grades: 9** **Prerequisite: None**

World History – ***required class of 2021 and beyond*** - World History is concerned with the development of past civilizations, centering on Mesopotamian, Egyptian, Greek, Roman and the European Middle Ages, with an emphasis on their cultural development and contributions to present civilization. Linking the present to the past is an important aspect of the course as students learn to relate history to present events and developments. The course will include an introduction to the historical fictional novel and the research paper. *This course is recommended for college-bound students.

1 Credit **Grades: 10** **Prerequisite: None**

Sociology – Sociology is the study of human social behavior, and concentrates on patterns of social relationships, primarily in modern societies. This class will explore the sociological point of view towards culture, socialization, social structure, groups and organizations, deviance and social control, social classes and inequalities. Also discussed will be topics such as high school cliques, family structures, education, political and economic institutions, and social collective behaviors. This class will ask students to take a personal look at the roles they play and what groups they associate with as well as evaluate parts of our society.

0.5 Credit **Grades: 11-12** **Prerequisite: None**

Economics - .5 Laude Point Economics will challenge the way you think and react to everyday events, with or without money. Economics is ultimately the study of scarcity and how people, markets and countries deal with limited resources at the personal and global levels. The first level quarter of study will focus on microeconomics, the study of how people make decisions and how those decisions affect others in the economy. Topics of study will include; trade offs, opportunity cost, different types of economies, supply and demand, profit maximizing prices and the role of government. At the end of the quarter the class will switch to macroeconomics, the study of the economy as whole. Topics of study will include; GDP, economic growth, money, banking, the Federal Reserve and international trade.

0.5 Credit **Grades: 11-12** **Prerequisite: None**

A.P. Psychology – **1.5 Laude Points** AP Psychology is designed to introduce students to the scientific study of human behavior and mental processes. To accomplish this, the course provides instruction in each of the following 14 content areas: history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. The intent of this course is to prepare students for the AP Psychology Test and will incorporate opportunities for performance-based assessments as well as free response question. **NOTE**: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P Psychology test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately $93.00.

1 Credit **Grades: 11-12** **Prerequisite: None**

A.P. U.S. History - 1.5 Laude Points The AP program in US History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with US History events and issues. AP US History prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance and to weigh the evidence and interpretations presented in historical scholarship. An AP US History course should develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.
NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. U.S. History test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately $93.00.

1 Credit **Grades: 11-12** **Prerequisite: Recommended grade of B or better in U.S. History**

Global Studies – ***required*** – Students may take this course their 11th or 12th grade years. This course will focus on studying the culture of various regions around the world and the global connections of those cultural regions to our own and others around the world. The objectives and learning targets of this course will address two standards of the National Council for Social Studies Curriculum, as adopted by the School District of Manawa: 1-Culture and 9-Global Connections.

0.5 Credit **Grades: 12** **Prerequisite: None**

Government – *required* – This portion of the course provides the student an opportunity to acquire detailed knowledge of the democratic form of government practiced in the United States. The overall objective of this course is to prepare students for their place in society, by helping them learn how our government works, how it can be changed and what rights and freedoms our Constitution guarantees us. It will also provide students with a broad overview of modern forms of government, present in today's global community. Finally, it will allow students to investigate and possibly participate in service learning opportunities for hands on experience of their civic responsibilities.

0.5 Credit **Grades: 12** **Prerequisite: None**

World Language

The world language curriculum develops an understanding of the language, culture, history and literature of Spanish-speaking countries. Spanish courses strive to develop student proficiency in reading, writing, and speaking the language.

Courses Taught in World Language:

- Spanish Cultures
- Spanish 1*
- Spanish 2*
- Spanish 3 (1 Laude Point)
- Spanish 4 (1 Laude Point)

*World language can be used as academic credits pertaining to admission requirements. Two to four years of a world language may be required for admission to **some** UW schools. See your school counselor for entrance requirements for colleges to which you plan to apply.

Course Descriptions

Spanish Cultures – This course will explore the culture of Spanish speaking countries through film, music, dance, food, art and current events. As opposed to the traditional Spanish class progress (1-4), the focus will change from vocabulary/verb conjugation to an interactive approach to cultural appreciation.

1 Credit **Grades: 9-12** **Prerequisite: None**

Spanish 1 – Students learn the basics of the language: alphabet, vocabulary, sounds and structure. Culture is introduced as a background for the language study. Basic conversation and reading are introduced.

1 Credit **Grades: 9-12** **Prerequisite: None**

Spanish 2 – The course is sequential to Spanish 1. Continued vocabulary and verb study follow, but focus on past tenses. Writing skills become more complex. Conversation, reading, and writing skills continue to develop.

1 Credit **Grades: 9-12** **Prerequisite: Spanish 1**
(Recommended grade of C or better)

Spanish 3 – **1.0 Laude Point** Conversation and writing skills are emphasized. While continuing to learn new vocabulary and advanced grammar, students now put into practical application what they have learned in the previous two years.

1 Credit **Grades: 10-12** **Prerequisite: Spanish 2**
(Recommended grade of C or better

Spanish 4 – **1.0 Laude Point** Continued conversational and writing skills are emphasized. More vocabulary and advanced grammar skills are added to proficiency level. A sampling of native Spanish literature is read.

1 Credit **Grades: 11-12** **Prerequisite: Spanish 3**
(Recommended grade of C or better)

Physical Education - 1.5 Credits and Health - .5 Credit

The physical education and health curriculum focuses on understanding the human body, enjoying exercise, and maintaining a desirable level of physical fitness.

Courses Taught in Physical Education and Health:

- Physical Education 1
- Health: A Wellness Decision
- Physical Education 2
- Physical Education Elective
- Personal Fitness 101
- Team Sports

Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
Phy. Ed 1 -AND- Health: A Wellness Decision **Both are required**	Phy. Ed. 2 Personal Fitness	Phy. Ed. Elective Personal Fitness Team Sports	Phy. Ed. Elective Personal Fitness Team Sports

Course Descriptions

Physical Education I – *required* – Freshman Course. Units covered are geared toward individual and team sports. The units covered are flag football, soccer, volleyball, basketball, weight training, fitness, badminton, softball, OMNIKIN, Tsegball, Eclipse Ball, and floor hockey. Fees include: $20 - $25 for bowling.

0.5 Credit **Grades: 9** **Prerequisite: None**

Health: A Wellness Decision – *required* – Designed to reinforce positive health attitudes and skills previously developed and to allow young people to assess the lifestyle decisions that contribute to wellness. Units of study within the course include: positive ways of handling stress vs. negative ways of handling stress, addictions, your health history, sexuality and responsible behavior, self-care vs. the pill-fairy model, first aid and CPR.

0.5 Credit **Grades: 9** **Prerequisite: None**

Physical Education 2 – Units geared toward racquet sports, lifelong fitness, and team sports. Units covered are pickleball, badminton, Eclipse Ball, bowling, weight lifting, circuit training. Team sports include flag football, volleyball, basketball, soccer, Tsegball, floor hockey, OMNIKIN, cooperative games, and team building activities. Fees include: $20 - $25 for bowling and other field trips.

0.5-1 Credit **Grades: 10** **Prerequisite: Physical Education 1**

Physical Education Elective – Units are geared toward lifetime sports. Units covered are snowshoeing, cross-country skiing, golf, archery, badminton, bowling, pickleball, and fitness walking/principles. Team sports include flag football, volleyball, basketball, soccer, speedball, Tsegball, Eclipse Ball, floor hockey, and cooperative games. Guest speakers to promote careers in physical education are scheduled. Fees include: approximately $20 - $25 for bowling; cross-country skiing and snowshoeing. This course may be taken more than one time. This is not a freshman course.

0.5-1 Credit **Grades: 10-12** **Prerequisite: Physical Education 1**

Physical Education Elective – Units are geared toward lifetime sports. Units covered are snowshoeing, cross-country skiing, golf, archery, badminton, bowling, pickleball, and fitness walking/principles. Team sports include flag football, volleyball, basketball, soccer, speedball, Tsegball, Eclipse Ball, floor hockey, and cooperative games. Guest speakers to promote careers in physical education are scheduled. Fees include: approximately $20 - $25 for bowling; cross-country skiing and snowshoeing. This course may be taken more than one time. This is not a freshman course.

0.5-1 Credit **Grades: 10-12** **Prerequisite: Physical Education 1**

Team Sports -Throughout this course, students will participate in a variety of team building activities, sports, and projects dealing with teamwork, problem solving, and strategizing. This course motivates a student to strive for leadership skills and critical thinking skills. Course includes *COMPETITIVE* play in units such as volleyball, basketball, football, Tsegball, Tchoukball**,** ultimate Frisbee, eclipse ball, baseball/softball, matball, OMNIKIN, soccer, speedball, etc. Possible $5 fee for team bowling.

0.5-1 Credit **Grades: 11-12** **Prerequisite: 11th or 12th grade**

Zero Hour/Early Bird Hour - Personal Fitness 101 -- Throughout this course, students will achieve a personal level of fitness through goal setting, participation, and knowledge of weight lifting. This course motivates a student to strive for optimal personal fitness, as well as create a self-awareness of lifetime wellness, with a final outcome of creating their own fitness program. Students will benefit from cardiorespiratory endurance activities and wide-ranging weight training exercises. Course includes lecture dealing with proper technique, 5 components of fitness, and the FITT principle, as well as teacher demonstration, weight training, aerobics, yoga, fitness walking, running, and other fitness activities. This is not a freshman course.

0.5-1 Credit **Grades: 10-12** **Prerequisite: Physical Education 1**

Agriculture

Agriculture courses are for any student who has interest in animals, plants, food, leadership and/or the environment. Students who take agriculture courses experience many diverse and challenging topics. Twenty percent of all careers are directly related to agriculture. Experience premier leadership, personal growth and career success through courses in the agriculture department.

Courses Taught in Agriculture:

- Plants, Animals & You: Exploratory Agriculture
- Animal Science/Veterinary Medicine **TC** (1 Laude Point)
- Horticulture/Landscaping
- Food Science
- Wildlife
- Independent Study – Agriculture—needs instructor approval
- Leadership
- Employability Skills
- Youth Apprenticeship

Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
-Plants, Animals & You -Food Science	-Any course offered in 9th grade -Wildlife -Animal Science/ -Vet. Medicine TC	-Any courses offered in 9th or 10th grades -Leadership -Independent Ag -Youth Apprenticeship -Horticulture/Landscaping -Work Study	-Any courses offered in 9th,, 10th, or 11th grades -Work Study -Employability Skills -Horticulture/Landscaping -Independent Ag.

Course Descriptions

Plants, Animals & You: Exploratory Agriculture – This introductory class covers a wide range of topics in agriculture, including animals, food, fiber, the outdoors and leadership. This project-based class includes lessons on careers, food science, plants, pets, animals, biotechnology, business, and the outdoors. Emphasis will be on how agriculture relates to your daily life and your future. Field trips may be taken during the year. FFA projects will be incorporated.

1 Credit **Grades: 9-12** **Prerequisite: None**

Food Science – This course focuses on the science of production and processing of food. Learn about how food technology is changing agriculture. You will learn about careers and the science related to food. Create projects and research the history of food. Study everything from apples to zucchini, chocolate and cheese, and other tasty treats. This fast growing career field is one to take a look at! FFA projects will be incorporated.

1 Credit **Grades: 9-12** **Prerequisite: None**

Animal Science/Veterinary Medicine TC – 1 Laude Point This class is designed for the person interested in animals. Students will learn about livestock, agriculture, & pets. We will learn about giving injections, suturing wounds, and general animal care. Students will develop a basic understanding of animal nutrition, genetics, reproduction and health. Guest speakers, demonstrations, job shadows, field trips and lab experiments are also designed as a part of this course. Students will also have the opportunity to bring in and incorporate their own animals into the class. FFA projects will be incorporated. This course is articulated with Fox Valley Technical College for Transcripted Credit. See class listing for Little Wolf Jr./Sr. High Transcripted Courses.

1 Credit **Grades: 10-12** **Prerequisite: Recommended Biology 1**

Horticulture/Landscaping – This hands-on class covers everything from basic plant science to floral design to gardening to landscaping to sampling fruits and vegetables. Students will learn about all aspects of the reproduction, growth, design and marketing of plants. Students will create horticulture projects, make floral arrangements, and be involved in many other projects involving flowers, vegetables, and landscaping and outdoor projects. FFA projects will be incorporated.

0.5 Credit **Grades: 9-12** **Prerequisite: None**

Wildlife – This course focuses on 4 “F’s”: fish, fowl, forestry and fur. Learn about the great outdoors! Study will include natural resources, water quality, ecosystems, wildlife management, taxidermy, hunting ethics, fish, tree identification, trapping, and more. School forest projects will also be included. Learn about careers, economic benefits and social influences. FFA projects will be incorporated.

0.5 Credit **Grades: 10-12** **Prerequisite: Recommended Biology 1**

Leadership – Students will learn about leadership as it affects individuals, organizations, and systems in food, fiber, and natural resources enterprises. This class explores the skills and abilities needed to be an influential leader in our school, home, and community. Students will learn how to be confident public speakers, to run a meeting, to effectively work as a team, to be a group leader, and most importantly become involved in the community. Students will explore leadership roles, learning styles and human relations skills for personal growth and career success. Emphasis will be placed on community service, goal setting and individual projects. FFA projects will be incorporated. Students may earn a State Leadership certificate through this course.

1 Credit **Grades: 11-12** **Prerequisite: None**

Independent Study – Students develop their own projects based on interests.

1 Credit **Grades: 11-12** **Prerequisite: FFA Membership & Instructor Approval**

Employability Skills – **REQUIRED** This class provides an opportunity to develop positive attitudes, knowledge, skills and linkages that will empower the successful transition from high school to postsecondary options. Curriculum study units will include: assessment, transition, Covey's 7 Habits of Highly Effective People, core abilities, job writing, college survival, etc. Students may earn a State Employability Skills certificate through this course.

0.5 Credit **Grades: 12** **Prerequisite: None**

Work Study – Students must be employed and work regular hours during the school year. Students must meet credit requirements to be on track for graduation. Qualified students may be granted a maximum of one period daily for work release. Approval by school counselor, principal and employer are necessary. Class will meet 32 minutes each Wednesday for instruction.
NOTE: This course is offered to juniors or seniors.

1 Credit **Grades: 11-12** **Prerequisite: Employed**

Youth Apprenticeship - Available to juniors and seniors, Youth Apprenticeship (YA) involves coursework and related work-based learning relevant to Career Pathways. Students must have related employment and employers must adhere to standards of the program. YA students must be in good academic standing, have excellent attendance, and have taken a sequence of related coursework. Upon successful completion of 450 hours of related work and the competency checklist, students will earn a Level 1 Youth Apprenticeship Certificate by the Wisconsin Department of Workforce Development. A two-year program is also available. There are different Youth Apprenticeship (YA) pathway programs to choose in the area of Agriculture, Food and Natural Resources (AFNR). Programs require completion of the Core Skills and Safety Units concurrently with the applicable technical Basics Unit in the first year. There are 16 pathways, which include modules such as Animals, Plants, Environmental Systems, and Food/Hospitality/Lodging.

1 Credit **Grades: 11-12** **Prerequisite: None**

Business Education
0.5 Credits - Financial Literacy Required

Courses Taught in Business:

Introduction to Marketing
Introduction to Business
Accounting 1 (1 Laude Point)
Accounting 2 (1 Laude Point)
Business & Personal Law (.5 Laude Point)
Publications
Financial Literacy

Course Descriptions

Introduction to Marketing – All businesses, from Google to Nike, are marketing organizations. They seek to satisfy customer needs and wants at a profit. This course is designed to introduce students interested in a career in marketing or a business major in college to the unique world of marketing. The first half of this course focuses on the concepts and strategies that businesses use to promote products, services, ideas and/or images. The second half of the course offers students the opportunity to learn marketing skills needed in the fast-paced world of retailing. Students will utilize Virtual Business software, a fully visual business simulation where students start and run their own business. Throughout the course students will be made aware of the importance of marketing and how it influences much of our lives. (offered alternating years based on student requests)

0.5 Credit **Grades: 9-12** **Prerequisite: None**

Introduction to Business – This class will introduce you to the world of business and help prepare you for the economic roles of consumer, worker, and citizen. This course will serve as a background for other courses, prepare you for future employment, and assist you with consumer decision making. (offered alternating years based on student requests)

0.5 Credit **Grades: 9-12** **Prerequisite: None**

Business and Personal Law - .5 Laude Point This course provides the basic law knowledge every citizen should know. Topics covered include contracts, ethics, consumer law, employment and trial basics. This course lets us provide a well rounded curriculum in business and FBLA.

0.5 Credit **Grades: 10-12** **Prerequisite: None**

Accounting 1: - 1 Laude Point Does your future include a degree in business, marketing, management, finance or even cosmetology? No matter what field you go into, an accounting course will likely be required. Why not learn the basics of accounting in high school to help prepare you for a future accounting class? Accounting has many benefits, regardless of your career choice. The study of accounting is interesting and fun, yet thought-provoking. You will use Excel and accounting software to complete several assignments. Through accounting simulations, students apply their knowledge of accounting to real-world situations. Upon completion of Accounting I, students will know the fundamentals needed to succeed in a basic accounting course at a four-year university. (Offered alternating years based on student requests)

1 Credit **Grades: 9-12** **Prerequisite: None**

Accounting 2: - 1 Laude Point This class is designed to give students an opportunity to expand on their Accounting knowledge learned in Accounting I and better prepare them for a major in Accounting or another business career in college. This class starts with reviewing business transactions and completing the entire accounting cycle of recording transactions, preparing financial statements, and "closing the books" for small, single-owner service and merchandising businesses. Later more accounting concepts will be covered in more detail including accounting for inventories, cash, receivables, and fixed assets. Excel and accounting software will be utilized in great depth. (Offered alternating years based on student requests)

1 Credit **Grades: 10-12** **Prerequisite: Accounting 1**

Publications - Designed for students who wish to learn how to use desktop publishing software to produce a variety of publications. Students will build on skills learned in Word Processing. Students will incorporate their own writing and artistic skills to create publications for the school newspaper and the school yearbook. The goal is to produce quality published documents using computer software, photography, and various other media forms.

1 Credit **Grades: 10-12** **Prerequisite: (Recommended B or better in English classes)**

Financial Literacy – *required* –This portion of the course will help prepare students for planning and managing their personal finances. Through instruction and activities students will be introduced to the workings of budgeting, saving, investing, the dangers of credit and debt, taxes, insurance, consumer awareness and charitable contributions.

0.5 Credit **Grades: 12** **Prerequisite: None**

Computer Science

Computers are constantly being used today. From your job to your home, computers are everywhere. Computer science courses provide students with career direction, employability skills and the ability to use computer programs effectively.

Courses Taught in Computer Science:

Web 2.0
Introduction to Computers
Computer Applications I
Computer Applications II
Game Design
*****Computer Applications I and II completed with certificate will earn 1 Laude Point

Course Descriptions

Introduction to Computers - This is a beginner level course with emphasis on basic computer skills. The course consists of an introduction to: basic vocabulary related to computers and word processing, Microsoft Word, the internet, web searching, maps and email.

0.5 Credit **Grades: 9-12** **Prerequisite: None**

Computer Applications I - This course will provide students with instruction on the Microsoft Office Applications of Word and Excel. Certification is available from Certiport for one or all four of the Microsoft suite areas. Any student going into the workforce or furthering their education will want to know how to use these common computer software programs.

0.5 Credit **Grades: 9-12** **Prerequisite: Intro to Computers or basic computer proficiency**

Computer Applications II - This course will provide students with instruction on the Microsoft Office Applications of PowerPoint and Access. Certification is available from Certiport for one or all four of the Microsoft suite areas. Any student going into the workforce or furthering their education will want to know how to use these common computer software programs.

0.5 Credit **Grades: 9-12** **Prerequisite: Intro to Computers or basic computer proficiency**

Game Design - Students taking Game Design will begin drawing objects to create symbols and interactivity. Once students know how to create objects, they will add animations and special effects. By the end of the course, students will learn how to add sound and scripting to create interactive web graphics, banners and simple games. Students will learn then about effective game design. Students will design an assortment of computer games using event-driven design and programming design. The games created each semester may vary but could include: maze games, driving and/or flying games, Mario-type games, shooting and/or explosive type games, hide and seek two-player games, simulation games and brick games.

.5 Credit **Grades: 9-12** **Prerequisite: Intro to Computers or basic computer proficiency**

Web 2.0 – This course is designed to teach students about emerging Internet technologies such as blogs, social networking, social bookmarking, QR codes and more. Students will explore not only how to harness the power of these new technologies, but the implications these technologies have on their lives. Student will discuss proper use of web 2.0 technologies at home, school and in the workplace. They will also discuss digital citizenship and how student choices on the computer affect the world around them. Topics and programs may change from semester to semester as technology changes. Possible topics include: Internet Security (Personal, Computer, Avatars); Social Bookmarking (Delicious, Pinterest, Pearltrees, Symbaloo); Video Streaming (YouTube, Vimeo, MetaCafe, Hulu); Blogging (Blogger, Edublogs); As Web 2.0 tools continue to grow and expand in nature, the ability to collaborate online becomes more and more important. Students will also learn to create web pages using a variety of online web creation tools and get further in-depth by using Dreamweaver – the web design industry standard software tool. Topics such as tabular layout, frames and form design will be covered.

.5 Credit	**Grades: 9-12**	**Prerequisite: Intro to Computers or basic computer proficiency**

ART

Courses Taught in Art:

Art I - 2D & 3D
Art II - 2D & 3D
Art III - 2D & 3D
Art IV A & B (Senior Art)
Graphic Design
Traditional Photography
Fiber Arts A & B

1 Laude Point Earned for Senior Art (3+ credits of art **and** 2 years on Art Team)

ART Course Descriptions

*There is a $10 fee for all art courses. Students who produce more projects over and above the assignments, may have to pay additional fee (for example - more than one sterling silver ring)

Art I - 2D– An introductory course in design, art history, art terminology and related concerns; activities may include (but not limited to) drawing with various media, acrylic painting, reduction (EZ Cut) printmaking and papermaking.

.5 Credit (1 Semester) **Prerequisite: None**

Art I - 3D– An introductory course in design, art history, art terminology and related concerns; activities may include (but not limited to) handbuilt pottery, wheel pottery, sculpture, jewelry (bead weaving), metals and glass (etching).

.5 Credit (1 Semester) **Prerequisite: None**

Art II - 2D – Accelerated level of study in the areas explored in Art I - 2D. The student will have the opportunity to experience the use of more sophisticated art materials, concepts and techniques. Activities may include (but not limited to) drawing with various media, watercolor painting, intaglio printmaking, and paper arts (bookbinding).

.5 Credit (1 Semester) **Prerequisite: Art I- 2D**

Art II - 3D – Accelerated level of study in the areas explored in Art I - 3D. The student will have the opportunity to experience the use of more sophisticated art materials, concepts and techniques. Activities may include (but not limited to) intermediate handbuilt pottery, wheel pottery, sculpture, jewelry, metals (lost wax cast silver rings), and glass (mosaics)

.5 Credit (1 Semester) **Prerequisite: Art I- 3D**

Art III- 2D – The activities are a culmination of all previous art experiences in Art I and II, with an emphasis on sophisticated techniques, processes and materials. Activities may include (but not limited to) drawing with various media, oil, watercolor or acrylic painting, printmaking (monoprint and collagraph), paper arts (quilling, manipulated paper)

.5 Credit (1 Semester) **Prerequisite: Art II-2D**

Art III- 3D – The activities are a culmination of all previous art experiences in Art I and II, with an emphasis on sophisticated techniques, processes and materials. Activities may include (but not limited to) advanced handbuilt pottery, potters wheel, art metals (fabrication), stained glass (copper foil technique), advanced jewelry.

.5 Credit (1 Semester) **Prerequisite: Art II-3D**

Art IV - A– This course is designed for the serious and capable art student. The overall emphasis is to allow self-direction and independent expression through the mediums, techniques, and concepts previously learned, as well as the opportunity to investigate artistic mediums not yet explored. Students will choose the medium(s) suited to their interest and ability through a contractual agreement with the instructor. It should be emphasized that the Art IV student will be working more independently. Students considering going on into an art or design related field are highly encouraged to continue in the IV class, as they will provide a broad base of artistic knowledge and exploration, and prepare a portfolio for future use. Projected cost is $10 - $75 depending on materials used (see above). Replaces Senior Art

.5 Credit (1 Semester) **Prerequisite: Art III**

Art IV - B– This course is designed for the serious and capable art student. The overall emphasis is to allow self-direction and independent expression through the mediums, techniques, and concepts previously learned, as well as the opportunity to investigate artistic mediums not yet explored. Students will choose the medium(s) suited to their interest and ability through a contractual agreement with the instructor. It should be emphasized that the Art IV student will be working more independently. Students considering going on into and art or design related field are highly encouraged to continue in the IV class, as they will provide a broad base of artistic knowledge and exploration, and prepare a portfolio for future use. Projected cost is $10 - $75 depending on materials used (see above). Replaces Senior Art

.5 Credit (1 Semester) **Prerequisite: Art III**

Photography– This class is also an introduction to darkroom photography. Projects include (but not limited to) building a rudimentary "pinhole" camera, use a 35mm "point and shoot" camera, develop film and black and white photos in the darkroom, frame and dry mount the finished photographs. Photographic terminology and art history will also be explored, as well as some photo construction projects.

Graphic Design– Students will learn graphic design and commercial art techniques thru projects created by hand as well as using Photoshop on the computer. Projects may include (but not limited to) printing, enhancing digital images, manipulating/editing images on the computer, package design, calligraphy, text/font design, creation of print media (posters, flyers, ads, business cards, notepads, stationery, etc).

.5 Credit (1 Semester)

Fiber Arts - A– Students will explore projects and skills that they may use throughout their life as a hobby or a vocation. Students will learn to read instructions and follow patterns, as well as make up their own patterns. Projects may include (but not limited to) knitting, crocheting, needlecrafts, embroidery, latch-hook rugs, basketry, weaving, quilting, fabric painting, basketry, etc. as well as art history of those mediums, and the wellness associated with participating in fiber arts.

.5 Credit (1 semester)

Fiber Arts - B– Students will explore skills used in everyday life, such as (but not limited to) hand sewing techniques, hemming, sewing on buttons, snaps, zippers, grommets, use a sewing machine, understanding of different types of fabric, etc. Projects will include the creation of a "quiet" book, soft sculptures, quilt squares, bags, etc.

.5 Credit (1 semester)

*****Please Note:*** *Students may have an "art bill" if the student chooses to do more than one of the specific projects, purchase extra supplies or materials, chooses to make more than one of the required projects, or if the student breaks or loses some art equipment that they are responsible for*.

Technology and Engineering

Technology courses are designed to encourage the study of how people apply knowledge, scientific, mathematical and communication skills using various tools and materials to solve problems and meet human needs. The purpose of the curriculum is to prepare all students to function in an ever-changing technological society, develop employability, and provide the transition from school to gainful employment.

Courses Taught in Technology/Engineering Education:

- Intro to Technology
- Building Trades
- Furniture and Cabinet Making
- Metals 1
- Shielded Metal Arc Welding (SMAW) Techniques 1 – **TC** (1 Laude Point)
- Gas Metal Arc Welding (GMAW) Techniques 1 – **TC** (1 Laude Point)
- Intro to Engineering
- Electronics
- Coding & Programming
- Robotics/Adv. Robotics (1 Laude Point for each)

Recommended Technology Course Sequence:

Grade 9	Grade 10	Grade 11	Grade 12
Intro to Technology Building Trades	Furniture & Cabinetry Metals 1	Furniture & Cabinetry Metals 1 SMAW GMAW	Furniture & Cabinetry Metals 1 SMAW GMAW

Course Descriptions

Intro to Technology - Designed to introduce students to a broad range of areas in Tech. Ed. Areas of study will contain but will not be limited to: construction, manufacturing, transportation, and engineering. The course will provide hands-on experience with processes, materials, tools, machines, management ideas, and the impacts of technology. Students will understand basic measurements, how to read a tape measure, research different possible careers in the areas of study, basic woodworking principles, basic metal manufacturing, automotive knowledge (small engines), and the importance of proper tool usage.

0.5 Credit Grades: 9-12 Prerequisite: None

Building Trades – This course is designed to introduce the student to the fundamentals of working safely and efficiently with both hand and power woodworking tools. The areas of instruction include: safety, machine operation, joinery, tool care and maintenance and finishing. This unit will build on the skills developed from basic woodworking in Intro to Tech Ed. Students will be able to use all necessary tools to make a finished product. Students will learn how to make something out of wood from a tree growing in the forest to a finished product and all the steps in between.

0.5 Credit Grades: 9-12 Prerequisite: Intro to Technology

Furniture & Cabinet Making – Students will use the skills they obtained from Building Trades to plan, develop, and build a series of small projects or one big project for the semester. Students will be able to use all necessary tools to make a finished product.

1 Credit **Grades: 10-12** **Prerequisite: Intro to Tech & Building Trades(Recommend grade of C or better)**

Metals 1 - This course will cover the basic manufacturing processes used in the production of goods from metal. It will also allow the student to become familiar with the different types of metals and their properties. The student will learn basic skills in arc welding, cutting, tool usage, welding symbols, and safety.

1 Credit **Grades: 10-12** **Prerequisite: Intro to Technology**

Shielded Metal Arc Welding (SMAW) Techniques 1 TC – 1 Laude Point This class is articulated through Fox Valley Technical College (FVTC). It covers the process commonly known as stick welding. Upon completion of this course, the student will be able to weld in all positions, read some basic weld symbols, and have a basic understanding of written welding procedures.
Purpose/Goals

- Identify, terminology, nomenclature, electrode selection, power source equipment requirements, quality standards, limitations and variables.
- Perform fillet and groove welds in all positions on plain carbon steel and stainless steel fillet welds in the horizontal position using the shielded metal arc welding process.

1 Credit **Grades: 10-12** **Prerequisite: Metals 1**
(2 Credits FVTC)

Gas Metal Arc Welding (GMAW) Techniques 1 TC – 1 Laude Point This class is articulated through Fox Valley Technical College (FVTC). It demonstrates welding on steel sheet metals and plates. Emphasis is placed on axial spray, pulse spray and short circuit mode of transfer. Upon completion of this course, the student will be able to weld in all positions, read basic weld symbols, and have an understanding of written welding procedures.
Purpose/Goals

- Identify terminology, equipment, shielding gas and consumable requirements, limitations and quality standards.
- Perform fillet and groove welds on plain carbon steel in all positions with the short circuit and pulse spray mode of transfer; fillet and groove welds in the flat and horizontal positions with the spray transfer mode; and performance weld test to evaluate welders' abilities.

1 Credit **Grades: 10-12** **Prerequisite: Metals 1**
(2 Credits FVTC)

Engineering Courses

Engineering – Little Wolf High School's Engineering course provides instruction in the process of engineering solutions, from ideation to creation. Students apply the Engineer's Design Process to the creation of 3D printed models, laser cut products, and automated solutions using Arduino and Raspberri Pi microcontrollers. Emphasis is on higher level problem-solving skills in the areas of STEM as students devise solutions to real-world problems.

1.0 Credit **Grades: 9-12** **Prerequisite: None**

Programing 1 – Tech is the new literacy! This course is intended to teach students coding as well as a much more powerful skill: technical sophistication! Course content includes hands-on lessons in two series of coding essentials: Developer Fundamentals and Web Basics. Participants will learn essential developer tools: the Unix command line, text editors, and version control with Git. Motivated learners will then advance to Web Basics, including: HTML, the universal language of the Web; CSS & Layout, which builds an industrial-strength website; and JavaScript, which lets you do cool things on web pages.

1.0 Credit **Grades: 10-12** **Prerequisite: Algebra 1**

Robotics - 1 Laude Point Students will walk through the design and build of a mobile robot to play a sport-like game. During this process, they will learn key STEM principles, and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom, or on the world stage in the FRC Robotics Competition, the largest and fastest growing international robotics competition for middle and high school students.

1.0 Credit **Grades: 11-12** **Prerequisite: Electronics**

Advanced Robotics - 1 Laude Point This course will take the information learned in Robotics to the next level. This will be a more independent course and will follow some of the same concepts of Robotics.

1.0 Credit **Grades: 11-12** **Prerequisite: Robotics**

Music Education

LWHS music courses are designed to address a wide range of student skills and interests. Numerous performance opportunities, travel and competition are an integral part of the music program.

__1__ Laude Point earned for 3+ years participation in Band and/or Choir __and__ a 1st on a Class A Solo & Ensemble

Courses Taught in Music Education:

- High School Band
- Choir
- Survey of Jazz & Polka Music
- Guitar & Keyboard
- Chamber Singers

Course Descriptions

High School Band– The High School Band performs a variety of music throughout the year, ranging from classical to pop. Performing opportunities include, concert band, solo/ensemble music festival, pep band, marching band, and all-conference band. As a member of the High School band, students will develop their instrumental skill, appreciation for music, and knowledge of music theory, history, and composition. All students will receive a calendar of required and non-required performances at the start of the school year. **NOTE**: Due to the early performance schedule for this course, any drop/adds must be made **PRIOR** to the first day of the school year. Drop/add requests following first rehearsal may or may not be granted according to instructor discretion. Parent permission is required for drop/add requests to be considered.

1 Credit **Grades: 9-12** **Prerequisite: Jr. High Band or instructor's approval**

Survey of Jazz and Polka Music-In this course, students will learn and perform the Jazz and Polka music genres. Jazz and polka will be studied while examining the history, music theory, and present day relevance. Non-traditional instruments like piano, guitar, bass guitar, and accordion, are all necessary to have an outstanding program. Students can expect to perform in the community and be exposed to opportunities that other band students may not have.

1 Credit **Grades: 9-12** **Prerequisite: Enrolled in band class and/or have permission from the band director**

Choir- This is a performing group for singers. Class work will include: singing, writing, note reading, listening exercises, vocal technique and singing tests. Public performance is a mandatory part of the class grade.

1 Credit **Grades: 9-12** **Prerequisite: None**

Guitar & Keyboard – This course is designed to teach multiple levels of learning and playing on guitar, keyboard or both. Students will learn the basics and will then progress at their own level. Students will also test and perform in class on a regular basis, as a part of their grade. This course is a lab class and is designed for in-class practice, as well as instruction. Seating is limited to 20 students because of space and equipment.

0.5 Credit **Grades: 9-12** **Prerequisite: None**

Chamber Singers – This course is an advanced level performing vocal class. The class is eligible to vocalists by audition. The class will include evening concerts and performances. Styles to be sung and studied will vary, to include: jazz, madrigal, swing choir, pop and classical. There will be written elements in the class, also.

1 Credit **Grades: 9-12** **Prerequisite: Audition**

Other Offerings

Early College Credit Program/Start College Now – Wisconsin's Start

College Now (formerly known as Youth Options) program allows public high school **students** who meet certain requirements to take post-secondary courses at a UW institution, a Wisconsin technical college or one of the state's participating private nonprofit institutions of higher education. Approved courses can count toward high school graduation as well as for college credit.

This program opens the door for greater learning opportunities for motivated students who are considering a technical career, students wishing to start college early, or students who want to prepare themselves to enter the workforce immediately after high school graduation.

Parents/Guardians are responsible for satisfactory student attendance and transportation to and from the postsecondary institution. **Students will be required to reimburse the school district for tuition and fees if the student drops or fails the course.**

Students wishing to participate in this Program should contact the school counseling office. Students must be registered for the program by September 30th if they wish to enroll for the spring semester and March 1st if they wish to enroll for the following fall semester. Information sheets are also available in the Counseling Office. **Students must have a 2.5 GPA to apply. (.5 Laude Points per course)**